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Teacher's Guidebook for

Starting Points in Language Arts

6

LEVEL

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Contents

STARTING POINTS IN LANGUAGE ARTS — BASIC ASSUMPTIONS	vi
INTEGRATION IN STARTING POINTS IN LANGUAGE ARTS	viii
THE UMBRELLA OF INTEGRATION	ix
Comprehension	ix
Integrative Options	xiii
Decoding Skills	xv
Language Development	xvii
Writing	xviii
Alternative Strategies	xxi
PROGRAM MATERIALS	xxii
LEARNING CENTERS — AN ALTERNATIVE	xxiv

Plans for Teaching *Mr. Mugs Is Kidnapped*

Mr. Mugs Is Kidnapped	2
Poem — One, Two, Three	19
Fish Head	20
Poem — My Cat, Mrs. Lick-a-Chin	37
The Story of Olaf	38
Poem — The Tale of Custard the Dragon	55
On the Other Side of the River	56
Poem — from Jamboree	70
Poem — Words, Words, Words!	71
Hurray for Captain Jane!	72
To Market, To Market (Environmental Studies)	88
Review	100

Plans for Teaching *It's Saturday*

Mr. Scrunch	108
Poem — The Folk Who Live in Backward Town	125
What I Said	126
William Tell	140
Collections	141
How the Main John Got His Name	142
Poem — Daddy Fell Into the Pond	157
Water (Environmental Studies)	158
It's Saturday	171
Ira Sleeps Over	172
Poems — I'm a Poet and Didn't Know It	187
The Gold of Dead Man's Gorge	188
Review	206

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Plans for Teaching *Feather or Fur*

Switch on the Night	216
Pinocchio	230
Little Transistor	246
Le Pont d'Avignon	261
Phaeton	262
Poem — Shadow Dance	275
Elisabeth the Bird Watcher	276
The Visitor	292
Poem — Feather or Fur	307
Birds Here and There (Environmental Studies)	308
Young Rob Rooster	312
Review	326

INDEX OF COMPREHENSION, RESEARCH, AND LISTENING SKILLS 338

Literal Comprehension	338
Critical and Creative Comprehension	338
Research Skills: Locating Information	339
Research Skills: Organizing Information	339
Listening	339

INDEX OF INTEGRATIVE OPTIONS 340

Books	340
Cooking	340
Discussion	340
Drama	340
Environmental Studies	340
Field Trip	340
Library Research	340
Mathematics	340
Music	340
Physical Education	340
Supplementary Books and Films	340
Tall Tales	340
Visual Arts	341

INDEX OF DECODING SKILLS 342

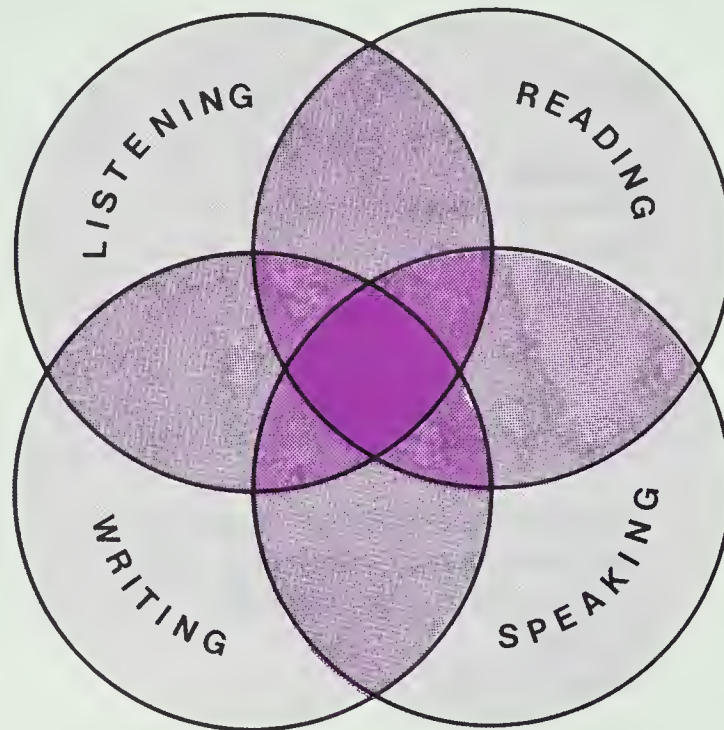
Word Meaning	342
Phonemic Analysis	342
Structural Analysis	342
Syllabication	343
Spelling	343

INDEX OF LANGUAGE DEVELOPMENT SKILLS	344
Sentence Awareness	344
Sentence Building	344
Punctuation	345
Dictionary Skills	345
 INDEX OF WRITING SKILLS	 346
Handwriting	346
Directed Writing	346
Creative Writing	346
 INDEX OF ALTERNATIVE STRATEGIES	 347
Decoding Skills: Phonemic Analysis	347
Decoding Skills: Structural Analysis	347
Decoding Skills: Syllabication	347
Spelling	347
Word Meaning	347
 INDEX OF LITERARY SKILLS	 348

Starting Points in Language Arts – Basic Assumptions

Handwritten: Handwritten Starting Points

The *Starting Points in Language Arts Series* is designed for children in the early elementary school grades. It is a total language arts program in which the four facets of language – Listening – Speaking – Reading – Writing – are not isolated entities to be taught separately but are interdependent functions to be taught simultaneously.

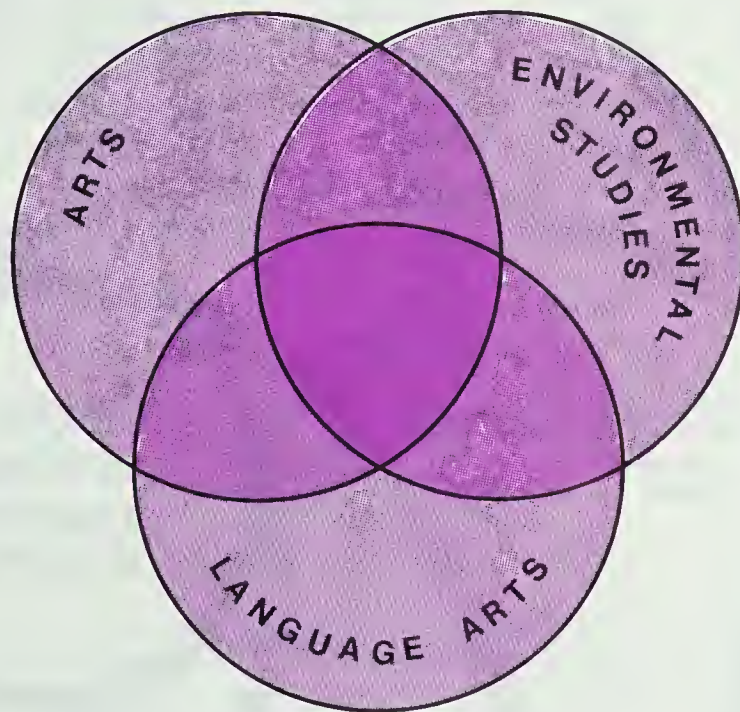


While there is as yet no one theory that explains how learning takes place, research in the past few years has proved that one can make certain assumptions about (1) the ways in which children develop language ability and learn to read, and (2) the relationship that exists between language and reading, and (3) the conditions under which learning more easily takes place.

In planning the content, the organization, the teaching-learning strategies in *Starting Points in Language Arts*, the authors have kept the following assumptions very much in mind:

- Handwritten:* Interdependent functions
- that a child thinks only to the extent that he/she can use language and that language is the tool that enables him/her to relate new experiences to what is already known, to come to conclusions about the new experiences, and to modify and extend his/her understandings in the light of the new experiences; in short, it is language that allows the child to make sense of the world around him
- Handwritten:* Interdependent functions
- that the child who comes to school has already through concrete experiences and real-life situations acquired the ability to use language, and that the school as far as is possible should provide the same kind of learning environment
- Handwritten:* Interdependent functions
- that any definition of reading must recognize that reading begins with graphic symbols but that the process of reading is not only the decoding of the symbol but the reconstruction of meaning – meaning that is not in the print but in the mind of the reader
- Handwritten:* Interdependent functions
- that to read with meaning the child not only applies word study skills – “What is this word?” “Does this word sound right?” – but must also apply reasoning skills – “Does this sentence make sense?” “What do I already know about this topic?” “Could this statement be true?”

- that critical reading is an integral part of the reading process rather than a more sophisticated skill to be taught at a higher grade level
- that in reading critically the child applies to the task the facts and ideas he/she already possesses and that the more "input" that can be brought to the understanding of meaning, the easier the reading process will be
- that the child's input is the result of his/her sensory experiences—what he/she has observed, touched, experimented with, listened to, reacted emotionally to—and the result of his/her language experiences—what he/she has thought about and talked about; and that a language arts program must use and extend the child's experiential background
- that reading is done for a purpose and that the "output," the response to what is read, whether it be discussion, drama, writing, research, or more reading, is not enrichment but an integral part of the reading process
- that there is no division between the input to the reading process and the output of the reading process; and that the major elements of language communication—listening, speaking, writing, and reading—are interdependent functions and should be developed simultaneously
- that the understandings a child brings to the reading process and takes from it are not restricted by subject areas and that language arts learning is interdisciplinary in scope



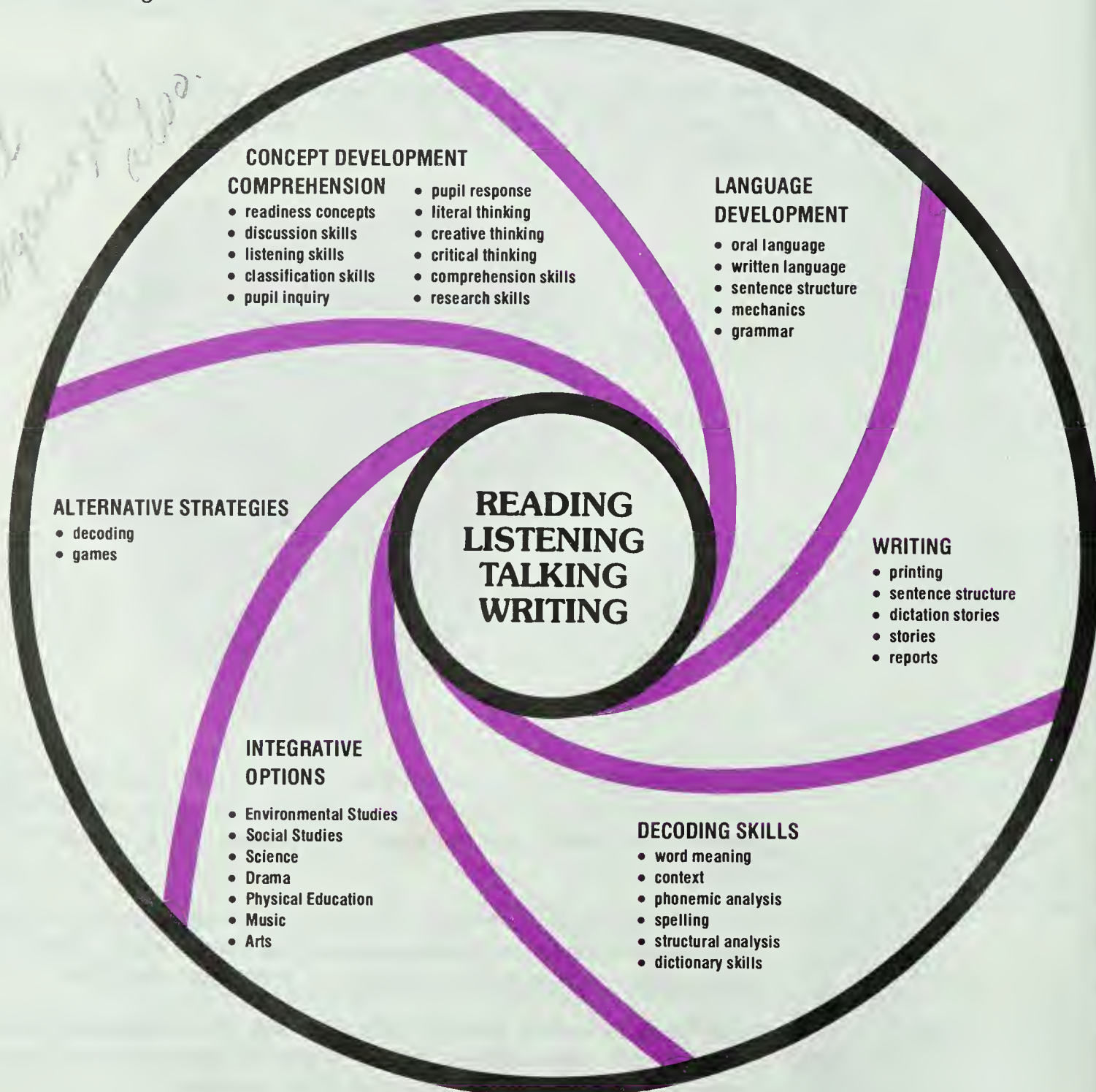
- that a language arts program, because it concerns itself so closely with a child's thinking, must assume some responsibility for the quality of that thinking and should provide opportunities for the child to determine and clarify personal attitudes and values
- that a child's learning proceeds from the concrete experience to the abstract concept, from the personal to the impersonal, and that the affective, or emotional, response is as relevant to learning as the cognitive, or intellectual, response
- that children's needs, abilities, and interests differ, and that there can be no one "system" but only a system that provides alternative learning experiences and is based on a broad range of teaching-learning strategies

Integration in Starting Points in Language Arts

In summary, the *Starting Points in Language Arts Series* integrates:

- the *language arts* by combining listening, speaking, reading, and writing skills in a meaningful learning unit
- the *language arts and other subjects* by relating the language arts to content from the areas of social studies, science, and the arts
- the *learning processes* by demonstrating that the critical thinking skills—hypothesizing, comparing, contrasting, deducing, inferring, predicting, assessing—are interdisciplinary and basic to a variety of learning tasks—whether it be reading a story or investigating the resources of a community

The integrated language arts program in *Starting Points in Language Arts* is organized under the following major strands: Concept Development/Comprehension—Integrative Options—Decoding Skills—Language Development—Writing—Alternative Strategies—



The Umbrella of Integration

CONCEPT DEVELOPMENT/COMPREHENSION

Content
flow organized



The term *Concept Development* is used only in the first part of the Teacher's Guide for Level One; in the Teacher's Guide for Level Two and for subsequent levels, the corresponding strand is titled *Comprehension*.

From Level Two on, the *Comprehension* strand includes lesson plans under the three headings, "Developing Pupil Inquiry," "Developing Pupil Response," and "Synthesizing." In addition, the *Comprehension* strand includes a skills section titled "Developing Comprehension, Research, and Listening Skills."

If reading is the reconstruction of meaning, then a language arts program must provide for the input and the output that makes reading a meaning process. A child cannot be expected to read with comprehension material for which he/she has little experience or motivation. Similarly, a child cannot be expected to have read with comprehension if after reading he/she is given no opportunity to respond to what was read. If, as has been said earlier, a child reads with understanding in proportion to the input brought to the task, then that child must be given sufficient opportunity to talk about the topic of the reading selection, to share and compare ideas, and to decide what questions he/she would like answered—to set his/her own purposes for reading.

Content
flow organized
Child's
philosophy
reading
writing

If a child is to be expected to view reading as a rewarding experience, then he/she must be given sufficient opportunity to talk about what has been read, to share new ideas, and to decide on the answers to the questions that have been raised—to respond to what has been read.

All of the aspects of the *Concept Development/Comprehension* strand have been designed to achieve the overall objective of having children read with meaning. Some features of this strand are:

Reading Readiness

There is general agreement that certain skills are needed by beginning readers, for example, the ability to match visual forms, to recognize letters, to hear the sounds represented by beginning consonants, to hear rhyme, to match words. A series of these tests can be found in the *Pre-reading Check* of the *Self Help Activities/Spirit Duplication Masters* for Level One of *Starting Points in Language Arts*.

Just as important, however, to the beginning reader is the knowledge of certain concepts. To better discuss the content of a picture, the beginning reader should know the meaning of the words *left* and *right*. To relate a personal experience, the beginning reader must know words related to sequence—*first*, *next*, *last*. To read a story meaningfully, the beginning reader must be familiar with the commonly used space words such as *over*, *under*, *high*, *low* and with some quantitative words such as *more*, *some*, *all*.

In order that these and other concepts may be reviewed, each of the language development charts in the *Initial Reading Charts* or *Mr. Mugs*, in addition to developing oral language and vocabulary, has been designed to reinforce certain readiness concepts.

Oral Language

The development of oral language is a primary objective during Level One and, indeed, throughout the entire program. Each of the language development charts in the *Initial Reading Charts* or *Mr. Mugs* depicts experiences of interest to beginning readers and is used as a focal point for discussion. The suggested questions in the accompanying lesson plans have been chosen carefully so that children will not talk aimlessly but will:

- develop powers of observation and the skill of “reading” pictures
- learn to listen for different purposes
- develop fluency in expressing ideas, exchanging ideas, responding to others
- practice thinking skills by answering questions that require literal, critical, and creative interpretation

For example, some questions will ask the children to respond *literally*—“What are the people in the picture doing?” “Whom did Pat invite to her party?” Others will require the children to think *critically*—“Are the children in the picture friends?” and to support their answers—“Why do you think so?” A child must *listen* attentively when he/she is asked “Do you agree with what Paul has just said?” “What part do you disagree with?” Children can be helped to develop *fluency* by being encouraged to interact—“Have you a question that you would like to ask Lisa?” “What is your opinion?” Even beginning readers can think *creatively* when they are asked to make judgments in light of their own experience—“Have you ever done that?” “How did you feel about it?” “What would you have done if you had been in the same situation?” “Why do you think as you do?”

In short, a worthwhile discussion will require the children to do orally what they must do when they read—think *critically* and *creatively*.

At the same time the teacher is urged to take advantage of spontaneous opportunities to involve the children in discussions. Such discussions may be initiated by an incident in the classroom, something reported by one of the pupils, the weather, common sights and sounds, and so forth. Some of the pupils’ own words should be used to build experience charts; in this way the relationship between speaking and writing is immediately apparent.

Developing Pupil Inquiry – Developing Pupil Response – Synthesizing

The reader who is reading for meaning must do more than *identify* the symbols on the page. He/she must go beyond the symbols to *recognize* the meaning conveyed by the writer. The most efficient way for the reader to do this is to read with questions in his/her mind—“Who is Tiger?” “What is happening to Curt?” “What is the surprise?” “Why is Mr. Mugs not happy?” In this way, critical thinking is not a skill that comes into focus only after the story has been read; it is an ongoing skill that is at the heart of the reading process.

Children will read with more purpose if the questions they are attempting to answer are their own. Beginning with the text, *Mr. Mugs—A Jet-Pet*, children are asked to *formulate their own questions for reading*. They do so by locating the title in the Table of Contents, speculating about the title, finding the story in the reader, and studying the opening picture or pictures. The teacher prints each question on the chalkboard beside the child’s name. If children need help in setting their own purposes for reading, the teacher can model questions: “I would like to know what the surprise is.” “How would you ask me that question?” After the child’s question is printed on the board, the teacher might continue—“Is there anything else you want to know about the surprise?” “What other questions would you like to ask?” Some children might then suggest “Who has the surprise?” “Who will get the surprise?”

After the questions have been printed on the chalkboard, the children read one page, two pages, or the whole story—depending on their capability—keeping the questions in mind. They then answer their questions and verify the answers by reading aloud the appropriate lines in the story. They can also be encouraged to infer or speculate upon the answers to any questions that cannot be answered in the story text.

Suggested questions and answers for each reading selection are given under the headings “Developing Pupil Inquiry” and “Developing Pupil Response.” Further questions and discussion topics related to the reading selection as a whole are provided under the heading “Synthesizing.”

Literal, Critical, and Creative Comprehension

The suggested questions in the *Concept Development/Comprehension* strand have been planned to ensure that children are given ample opportunity to practice thinking at each level of comprehension—*literal*, *critical*, and *creative*.

In brief, questions categorized as *literal* require children to:

- note or recall details
- note or recall main ideas
- note or recall sequence
- note or recall cause and effect

Questions categorized as *critical* require children to:

- classify
- compare
- discriminate between relevant and irrelevant
- discriminate between true and false
- discriminate between fact and opinion

Questions categorized as *creative* require children to:

- infer from experience
- infer from evidence
- infer feelings
- make judgments
- express opinions
- predict outcomes
- value

Literature

The sections “Developing Pupil Response” and “Synthesizing,” provide ample opportunities for the learning of literary skills. Children are required to:

- compare story ideas or versions
- understand characteristics of fairy tales
- understand characteristics of fables
- identify main and secondary characters
- infer reasons for actions of characters
- describe characters
- recognize sequence of events in a story
- recognize plot in a story
- recognize a problem in a story
- understand figurative language
- appreciate poetry

Environmental Studies: Social Studies and Science

In keeping with the objectives of integrating the language arts with other subjects and of integrating the learning processes, the pupils’ texts at each level include selections from the area of social studies and science. Some social studies selections included are a picture story titled “Families,” which is the starting point for an examination of various family groupings; a story “Lost—a Dog,” which leads to a study of workers in the community; a photo story, “The City Is . . .,” which focuses on aspects of urban life. Some examples of science selections are a picture story, “Outdoors,” which outlines a field trip during which children collect information about what they observe in the neighborhood; an informational article, “Wonders of the Sky,” which requires children to use secondary sources for research.

The lesson plans for the selections categorized as *Environmental Studies* do not follow the “Developing Pupil Inquiry,” “Developing Pupil Response,” and “Synthesizing” model. Instead each lesson plan has been developed as an *inquiry model* under the following headings:

- Starting Point
- Question
- Collecting Information
- Organizing Information
- Presenting Information
- Evaluating

Some of the skill objectives in these lesson plans are:

- Social Skills: Planning
 - Working independently
 - Working with others

- Valuing Skills: Appreciating own role in relation to others and the community
 - Appreciating role of others in the community
 - Appreciating the environment

- Research Skills: Using primary sources of information
 - Using secondary sources of information
 - Evaluating sources of information
 - Interviewing
 - Recording information
 - Presenting information
 - Evaluating information

Comprehension Skills: Hypothesizing
Classifying
Comparing
Analyzing
Interpreting
Generalizing
Judging

Developing Comprehension, Research, and Listening Skills

In addition to the comprehension, literature, research, and listening skills that are taught and reinforced in the two types of lesson plan models, the *Comprehension* strand—starting at Level Two—includes a section titled “Developing Comprehension, Research, and Listening Skills.” This section provides a systematic program of activities and exercises designed to teach specific skills.

INTEGRATIVE OPTIONS



This strand provides activities that enable children to: (1) integrate the language arts and other subject areas by relating the content of the reading selection to the content of other disciplines, and (2) integrate the learning processes by applying language arts skills to interdisciplinary projects.

A typical example of integration with other subject areas and integration of learning processes is the suggested Environment Studies: Science activity in the *Integrative Options* strand for the text selection, “Jan’s Pet.” It is suggested that after the reading of the story about Jan and her pet turtle, a turtle be brought into the classroom, that the children observe its behavior, do research to find out what care is needed, and organize their findings on a chart. This kind of activity extends the language arts into science and gives children an opportunity to practice research skills in a functional setting.

Some features of the *Integrative Options* strand are:

Physical Education

The development of gross and fine motor skills is essential to learning and many suggestions are made for physical education activities, particularly at Levels One and Two. Also, a child whose confidence has been increased through physical activities is well on the way to developing a positive self image that will be reflected in all aspects of learning.

Some objectives for the physical education activities are: understanding of left and right; awareness of body parts; improvement of powers of concentration; understanding of space relationships.

Manipulative Activities

Children’s learning proceeds from concrete personal experience to impersonal analysis. The manipulative activities suggested in this strand—for example, sorting, classifying, making shapes, putting items in sequence—reinforce the concepts taught and reviewed in the *Concept Development/Comprehension* strand.

Sensory Perception

A child’s sensory experiences contribute to the conceptual background essential to meaningful reading. Vocabulary related to the senses is built up as children listen to sounds, collect items with different smells, make a touch box, and so forth.

Visual Arts

Activities such as painting, drawing, modeling, allow children to express reactions and feelings, to respond individually to what has been read, discussed, and thought about. The development of personal and creative expression is an important part of language arts learning.

Drama

Drama can be classified as creative or informal drama, which includes movement, mime, and improvisation, and interpretive or formal drama, which includes polished improvisations and plays. In the primary grades, the emphasis is on informal drama. The activities include suggestions that children mime, react to music, relate personal experiences, role play to understand the behavior of others, dramatize dialogue to understand characterizations.

Music

The music activities suggested in the *Integrative Options* strand have many purposes. Music, like the visual arts, gives children a form of individual response. Children can be encouraged to listen attentively and interpretively to music. The combining of sounds and words and the repetition of sounds and words in songs strengthen fluency. And music is an excellent starting point for miming, role playing, and acting.

Environmental Studies: Social Studies – Science

In addition to the reading selections categorized as Environmental Studies, the *Integrative Options* strand provides starting points for social studies and science projects.

The Environmental Studies: Social Studies selections and the suggested social studies activities in the *Integrative Options* strand for Levels One to Six focus on the community—the school, the local community, housing in the community, workers in the community.

At the same levels, the Environmental Studies: Science selections and the suggested science activities in the *Integrative Options* strand emphasize the growth and development of plant and animal life.



In *Starting Points in Language Arts* the primary objective is to have children read with meaning.

Multi-Strategy Approach

Psycholinguists state that for the skilled reader, reading is a *critical thinking* process. The reader asks a series of mental questions: What does this word mean when it is related to this word? Does this word make sense? What words do I know of that begin with this letter? What does this suffix tell me about that word? What do I know about this topic? Does this sentence make sense? The skilled reader, in fact, uses not one method of word attack but a variety of *word attack methods to make predictions* about the meaning — predictions that are confirmed, rejected, or amended as the reading act progresses.

A beginning reader is also capable of using a multi-strategy approach to reading; indeed he/she should be taught to do so. For example, a child who is asked to unlock the meaning of the sentence, "The horse raced along the track," and who has never seen the word *horse* in print, might ask questions similar to these: What do I know that races on a track? What words do I know that begin with the letter *h*? Would the words *house*, *hand*, or *hold* make sense in this sentence? Would *horse* make sense? Do horses race on tracks?

In a multi-strategy approach, the reader uses context, phonetic analysis, and structural analysis to decode ideas — rather than isolated words.

The *Decoding Skills* strand in *Starting Points in Language Arts* is designed to teach and encourage all children to adopt a *multi-strategy approach*.

New Words

All new words are first encountered in context. At Level One, the new words are introduced in the discussion related to each of the language development charts in the *Initial Reading Charts* or *Mr. Mugs*. From Level Two on, it is recommended that children not be taught new words prior to the reading of the text selection but that they be given the opportunity to recognize the new words through context.

Word Meaning

It is context that gives the reader the opportunity to apply his personal experience to the unlocking of meaning. It is also context that supplies the reader with the *semantic* and *syntactic* information needed to read with meaning.

The word *run* can be *identified*, but its meaning cannot be *recognized* until the word is seen in context. For example:

He hit a home *run*.

They will *run* fast.

These colors will *run* when they are washed.

Do not let the water *run* over.

It is the *semantic information* in the sentence as a whole that determines the meaning of the word *run* in each of the above sentences. A characteristic of the English language is of course the fact that a considerable number of words have multiple meanings.

Another element essential to understanding the meaning of a sentence in English is *word order* — the grammatical relationship of one word to another. For example,

Curt patted Mr. Mugs.

Mr. Mugs patted Curt.

Mr. Mugs was patted by Curt.

Curt was patted by Mr. Mugs.

In each of these sentences it is the *syntactic information* that the reader needs to tell whether the sentence makes sense.

The first section in the *Decoding Skills* strand is titled "Word Meaning." It is in this section that children learn and practice the use of context. Activities include: using the new words to complete sentences related to the language development charts or reading selections; using the new words to complete sentences unrelated to the language development charts or reading selections; completing original sentences; choosing the right words to complete sentences; choosing the best words to complete sentences and giving reasons for choices; recognizing the meanings of words according to context.

Phonemic Analysis—Structural Analysis

The sections "Phonemic Analysis" and "Structural Analysis" sections in the *Decoding Skills* strand are designed to teach children phonetic and structural elements.

In summary, the phonemic elements taught at Levels One to Four include:

Level One: auditory and visual discrimination of seven initial consonants

Level Two: auditory and visual discrimination of remaining initial consonants and final consonants

auditory and visual discrimination of digraphs *sh* and *th* (voiceless)

auditory and visual discrimination of short vowels *a* and *o*

Level Three: auditory and visual discrimination of digraphs *ch*, *wh*, and *th* (voiced)

auditory and visual discrimination of short vowels *e*, *i*, *u*

auditory and visual discrimination of long vowels *a*, *o*, *e*, *i*, *u*

Level Four: initial consonant clusters *fl*, *sl*, *pl*, *cl*, *bl*, *gl*, *br*, *gr*, *tr*, *cr*, *fr*, *pr*, *dr*, *sm*, *sw*, *sp*, *sn*, *sk*, *sc*, *scr*, *str*; final *ng*, *nt*, *nk*, *nd*, *sk*; vowels — *ee*, *ar*, *or*, *ur*, *ir*, *er*, *ow*, *ou*, *ear*, *all*, *aw*

Level Five: initial consonant clusters *squ*, *spr*, *thr*, *kn*; final *ft*, *tch*, *ld*, *mp*, *mb*, *lt*, *pt*; vowels — *air*, *are*, *au*, *ea*, *ew*, *oo*, *ue*

Level Six: glided vowels at the end of words; vowels *i*, *igh*, *ei*, *eigh*, *oy*, *oi*, *ou*, *u*; final consonant cluster *lk*; initial *wr*; initial *gu* and final *gue*

In summary, the structural elements taught at Levels One to Four include:

Level One: graphemic bases

Level Two: plurals with *s*; possessive *'s*; verb ending *s*; graphemic bases

Level Three: verb endings *ed*, *ing*; principles of contractions; graphemic bases

Level Four: plurals with *es*; dropping final *e* and doubling final consonant before *ed*, *ing*; suffixes *er* (agent), *er*, *est*, *y*, *ly*, *ful*; graphemic bases

Level Five: changing *y* to *i* before adding *es*, *ed* to verbs, *es* to nouns, and suffixes *er*, *est*, *ly*; dropping final *e* and doubling final consonant with suffixes; suffix *less*; graphemic bases

Level Six: prefixes *a*, *be*, *de*, *ex*, *re*, *pre*, *dis*, *un*; possessive *s'*; suffixes *tion*, *sion*, *ion*, *ation*, *able*, *ness*; graphemic bases

LANGUAGE DEVELOPMENT



The development of oral and written language is a primary objective of *Starting Points in Language Arts* and, as such, features in the *Concept Development/Comprehension* and *Writing* strands. The objectives of the *Language Development* strand concentrate on (1) the mechanics of oral and written language, (2) sentence structure and usage.

Mechanics of Oral and Written Language

Punctuation skills taught in Levels One to Six include capitalization; the use of the period, question mark, exclamation mark, the dash; uses of the comma; the use of the apostrophe in possessive forms and in contractions; and the use of quotation marks and tag phrases.

Sentence Structure and Usage

At Levels One to Six, emphasis is placed on developing an understanding of the sentence. A section titled "Sentence Awareness" at Levels One to Five suggests activities requiring children to discriminate between finished and unfinished sentences; complete sentences and questions; make up sentences, combine sentences, substitute words in sentences, transform sentences, add phrases to sentences, and so forth. At the same time, children begin to acquire a knowledge of the forms and functions of parts of speech — pronouns, nouns, verbs, adjectives, and adverbs. Usage items emphasize irregular verb forms.

At Level Six, elements of "Sentence Awareness" are more intensively developed in a section titled "Sentence Building," in which children expand fragments into sentences, complete sentences using pronouns, nouns, verbs, adjectives, adverbs, and irregular verbs, and combine sentences with a variety of connectives to form compound and complex sentences.

WRITING



Writing for children in the elementary grades is both a means of self-expression and a means of communication. If language is thinking, then writing—like talking—is another way in which children think about new experiences, relate them to what they already know, modify and extend their understandings, and make sense of the world around them. And because a child rarely writes about a topic that he/she has not talked about or read about, an effective writing program must be based on a strong program in oral expression, reading, and listening. Writing will be more readily viewed as a means of communication if the child is given a purpose for writing. If writing is to be read by others, then children more quickly appreciate the need for correct spelling, appropriate punctuation, and clear sentence structure.

In the early levels of *Starting Points in Language Arts*, the overall objectives of (1) writing as a means of self-expression, (2) writing as a means of communication, and (3) writing using appropriate punctuation and sentence structure are achieved through a core program and a personalized program.

A Core and Personalized Program

The *Writing* strand in *Starting Points in Language Arts* has been designed to give the teacher and the students both a core group program and a personalized, or individualized, program.

	Core Group Program	Personalized
Level One	Building sentences with word tickets for new words in Level One Printing letters	Dictating stories for <i>Writing My Own Reader</i>
Level Two	Making vocabulary charts Printing words, sentences	Building stories from <i>Writing My Own Reader</i> Entering vocabulary in <i>My First Dictionary</i> Creative writing
Level Three	Making vocabulary charts Printing sentences Printing run-over sentences	Entering vocabulary in <i>My First Dictionary</i> Creative writing Writing a Personal Journal
Level Four	Making vocabulary charts Printing in reduced size Directed writing	Entering vocabulary in Personal Word Books Creative writing Writing a Personal Journal
Level Five	Making vocabulary charts Directed writing	Creative writing Writing a Personal Journal
Level Six	Making vocabulary charts Cursive writing of lower-case letters Directed writing	Creative writing Writing a Personal Journal

Initial Writing at Level One

Although most children beginning Level One are not yet able to write on their own, there are important reasons for the implementation of an initial writing program. First a writing program that enables children to contribute to experience charts and to dictate individual stories makes meaningful use of the language resources a child brings to school. Second, one of the most powerful concepts the beginning reader acquires is the knowledge that reading is “talk written down.” Third, writing reinforces the reading skills by giving children opportunities to use the vocabulary they have acquired. And, fourth, children are made aware immediately of the relationships that exist between speaking, listening, reading, and writing.

Dictated Stories — Children contribute to chalkboard experience charts based on experiences and activities related to the language development charts in the *Initial Reading Charts* or *Mr. Mugs*. Also at Level One each child dictates a minimum of five stories—and preferably ten—to the teacher, who, in turn prints the story in the child’s *Writing My Own Reader* booklet. The teacher then “reads” the dictated story with the child and repeats the reading as often as possible.

Building Words and Sentences — In addition to the dictation of chalkboard and individual stories, the *Initial Writing* strand in Level One includes a developmental program in sentence building. As the new words are introduced for each language development chart in the *Initial Reading Charts* or *Mr. Mugs*, children are given corresponding letter tickets and word cards, punctuation cards, and rebus cards, which they use to build words and sentences. As children manipulate the word cards to build a variety of sentences, they develop an understanding of left-right progression, capitalization, punctuation, and the structure of a sentence.

Printing — A developmental printing program is introduced in Lesson 7 of Level One. The teacher’s guide gives detailed instructions for the teaching of the printing of lower and upper case letters. Practice pages for pupil use are contained in the *Self-Help Activities/Spirit Duplication Masters* for Level One.

Writing at Levels Two, Three, Four, and Five

The Writing strand at Levels Two and Three is developed under the headings, “Developing Readiness for Creative Writing” and “Printing.” Partway through Level Four, “Printing” becomes “Printing and Directed Writing” and is continued in Level Five.

As part of “Developing Readiness for Creative Writing,” the development and use of a *My First Dictionary* booklet and cooperative vocabulary charts are begun in Level Two. Composing personally in response to a suggested activity is also begun here. Starting in Level Three, children are encouraged to keep a journal of their own experiences.

In “Printing” in Level Two, children learn to print words and sentences. In Level Three, they print run-over sentences, complete sentences, print answers to questions, and print original sentences. Reduced printing of letters and sentences is introduced in Level Four.

In “Printing and Directed Writing,” the children learn to write stories by selecting words and phrases to complete stories, by answering questions to create stories, by writing story beginnings and endings, and by composing comic-strip and cooperative stories. They also write poetry such as sound poems, sensory poems, and nonsense poems using simple models.

Writing at Level Six

The Writing strand at Level Six is developed under the headings, “Handwriting,” “Directed Writing,” and “Creative Writing.” In “Handwriting,” cursive handwriting is introduced, with model letters, combination, words, and phrases taught in the lower case.

In “Directed Writing,” the children further develop their story-writing skills by composing direct speech, descriptions of characters, directions, captions, diary entries, letters, tall tales, adventure stories, and news stories. As in Levels Four and Five, they also compose a variety of types of poems using simple models. In “Creative Writing,” activities begun in previous levels are further developed.

ALTERNATIVE STRATEGIES



This strand contains suggestions for the activities designed to re-teach, reinforce, or review skills already introduced in the *Decoding* strand, for example, auditory and visual discrimination of beginning consonants, rhyming, and word recognition. To increase their motivational value, many of the activities are presented as games.

While the teacher will need to introduce the activities, most students will be able to use them in small groups without difficulty.

The activities in this strand will be of benefit to children who are experiencing difficulty with a particular skill. With these pupils, the teacher should use the activities as a teaching tool. For the average students, the activities will provide additional reinforcement. Superior pupils will enjoy reviewing a skill in a new context.

STARTING POINTS IN LANGUAGE ARTS — PROGRAM MATERIALS

LEVEL ONE TEXT MATERIALS			LEVEL ONE NON-TEXT MATERIALS	
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials Kit	Beginning Writing Program Materials
Mr. Mugs OR Initial Reading Charts	Mr. Mugs Book, Level 1 Spirit Duplication Masters Level 1 OR Self-Help Activities, Level 1	Mr. Mugs Book, Level 1 Spirit Duplication Masters Level 1 OR Self-Help Activities, Level 1	Package of 30 word tickets —Writing My Own Reader —My First Dictionary	Package of 30 word tickets Package of 10 —Writing My Own Reader —My First Dictionary
Mr. Mugs — A Jet-Pet				Supplementary Materials —Mr. Mugs stuffed dog —Hand Puppets of Mr. Mugs —Mr. Mugs Dog Tags
LEVEL TWO TEXT MATERIALS			LEVEL TWO NON-TEXT MATERIALS	
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials Kit	Beginning Writing Program Materials
Mr. Mugs Plays Ball	Guidebook for Level 2	Mr. Mugs Book, Level 2 Spirit Duplication Masters Level 2 OR Self-Help Activities, Level 2	(same as above)	(same as above)
Mr. Mugs and the Blue Whale				
LEVEL THREE TEXT MATERIALS			LEVEL THREE NON-TEXT MATERIALS	
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials Kit	Beginning Writing Program Materials
First Prize for Mr. Mugs	Mr. Mugs Book, Level 3 Spirit Duplication Masters Level 3 OR Self-Help Activities, Level 3	Mr. Mugs Book, Level 3 Spirit Duplication Masters Level 3 OR Self-Help Activities, Level 3	(same as above)	(same as above)
Mr. Mugs Is Lost	Guidebook for Level 3			

Student Texts	Teacher's Guidebook	Student Activity Books	Student Texts	Teacher's Guidebook	Student Activity Books
Sharing Time		Mr. Mugs Book, Level 4 Spirit Duplication Masters Level 4	Mr. Mugs Is Kidnapped		
Happy Days for Mr. Mugs	Guidebook for Level 4	OR Self-Help Activities, Level 4	It's Saturday	Guidebook for Level 6	Mr. Mugs Book, Level 6 Spirit Duplication Masters Level 6
In a Dark Wood			Feather or Fur		OR Self-Help Activities, Level 6
LEVEL FIVE TEXT MATERIALS					
Student Texts	Teacher's Guidebook	Student Activity Books	Student Texts	Teacher's Guidebook	Student Activity Books
Mr. Mugs at School		Mr. Mugs Book, Level 5 Spirit Duplication Masters Level 5	Just Beyond		Mr. Mugs Book, Level 7 Spirit Duplication Masters Level 7
In the Rain	Guidebook for Level 5	OR Self-Help Activities Level 5	What If?	Guidebook for Level 7	OR Self-Help Activities, Level 7
Mr. Mugs to the Rescue			The Secret Life of Mr. Mugs		
LEVEL SEVEN TEXT MATERIALS					

Learning Centers — An Alternative

Traditionally, the organizational pattern and the instructional methodology of the classroom has been teacher-directed. Currently, there is interest in providing alternatives to the teacher-directed instructional methodology. A *learning-center approach* may be an alternative that can provide an environment that not only stimulates new learning but also effects an integration of language arts content with other subjects and an integration of learning processes.

Learning centers or activity centers may be described as vehicles for providing self-directed learning experiences. The degree of teacher direction required within a center will depend on (1) the degree to which pupils are able to work independently, (2) the level of skill necessary in relation to a particular type of center, (3) the ability of the children to function as a group in the performance of a group task, (4) the materials available, and (5) the interest of the children.

While centers may have different names, the value of a center is related to its *purpose*. The teacher who wishes to provide an alternative learning environment must be ready to establish specific objectives for each center, and to ensure that the objectives are implemented in the suggested activities for each center. A learning-center approach requires that the major part of the teacher's planning be done before the children begin to work at the centers.

Learning Centers in Starting Points in Language Arts

A learning center approach can be used with any subject area. If centers are established in conjunction with the *Starting Points in Language Arts Series*, it is recommended that teachers study the *Integrative Options* strand. It has been suggested that some activities be done at centers; certainly many other suggested activities would lend themselves to such an approach.

The following types of centers would be appropriate for teachers using the *Starting Points in Language Arts Series*. The materials needed for these centers would vary according to specific objectives; not all materials would be needed in a center at one time.

Type of Center	Materials Needed
Dramatic Play	old clothes; hats; purses; shoes; mirror; different kinds of puppets; puppet stage
Arts	paints; brushes; modeling materials; cut-and-paste materials; different kinds of paper; scraps of materials; newspapers; magazines; toothpicks; popsickle sticks; sponges; string; ribbon; cardboard cylinders
Manipulative Materials	games; puzzles; building blocks; beads; buttons; shapes; any items suitable for classifying
Library	books; magazines; slides; viewer; rocking chair
Mathematics	sorting items — pegs, macaroni, lids, screws, spools, corks, beads, nails, blocks, peg boards and pegs; flannel board and objects; attribute blocks; shape puzzles; materials for measuring — string, ribbon, tape
Sand or Water	containers of all shapes and sizes; funnels; strainers
Sensory	items related to touch — materials, bark, stones; items related to smell and taste — spices, foods, fruits
Interest	an interest center may be set up to capitalize on a topic that is of concern to the class or to a group at a particular time

Physical Structure of Centers

An activity center does not have to be elaborate in its physical structure. A few desks pushed together may represent a Writing Center for one part of the day and a Mathematics Center at another time. Two or three painting easels may be the Art Center; in another classroom the Art Center may be a corner of the classroom covered with newspapers. A shelf or a table may be all that is needed for an Interest Center. The physical structure should be such that it is possible to make changes easily.

**Lesson Plans
for
Mr. Mugs Is Kidnapped
It's Saturday
Feather Or Fur**

COMPREHENSION

Using the table of contents
 Recalling previous stories
 Speculating; formulating questions
 Summarizing
 Recalling details; verifying answers
 Drawing inferences; inferring feelings
 Predicting
 Observing picture details
 Valuing the story
 Identifying the problem
 Making judgments; expressing opinions
 Describing characters
 Noting suspense; discussing mystery stories
 Discriminating between relevant and irrelevant details
 Recognizing and identifying the main idea
 Listening to and telling stories

INTEGRATIVE OPTIONS

Environmental Studies: Social Studies — appreciating the role of newspaper reporters
 Drama — acting out telephone conversations
 Visual Arts — painting pictures; drawing wanted posters
 Mathematics — experimenting with codes
 Books — reading independently

DECODING SKILLS

Recognizing and identifying new words
 Observing special words
 Recognizing and identifying consonant clusters with /
 Recognizing and identifying phoneme-grapheme correspondences /ī/y, /ē/y
 *Recognizing and identifying final vowels representing glided (long) sounds
 Recognizing and identifying contractions
 Recognizing and identifying suffixes er (agent), ly, y, est, ful, less
 *Recognizing and identifying prefixes a, be, de, ex
 Noting the number of syllables heard in words
 Observing the spelling of useful words; of spelling words

LANGUAGE DEVELOPMENT

Recognizing and reading divided runover sentence
 Recognizing and identifying use of series of periods
 Discriminating between finished and unfinished sentence and questions
 Discriminating between statements and questions; punctuating sentences and questions
 Recognizing, identifying, and producing compound sentence patterns using *and*
 Recognizing, identifying, and using irregular past tenses saw, seen, was, were, done, heard, caught, thought
 Recognizing, identifying, and using adverbs
 Recognizing and identifying alphabetic sequences (letters)

WRITING

Learning to write the letter c
 Composing comic-strip stories; identifying main events in reader selection; using direct speech in word balloons
 Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying initial consonant clusters with /

Literary Appreciation**

Relating picture and story
 Drawing inferences about story situations; about story character's feelings
 Valuing the story
 Describing story characters
 Noting suspense
 Discussing mystery stories
 Reading supplementary books

Listening**

Listening attentively in discussions
 Listening to stories
 Listening to identify phoneme-grapheme correspondences /ī/y, /ē/y symbols
 Listening to note number of syllables heard in words

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Recalling previous stories
Speculating; formulating questions
Summarizing
Recalling details; verifying answers
Drawing inferences; inferring feelings
Predicting
Observing picture details
Valuing the story
Reading orally
Identifying the problem
Making judgments; expressing opinions
Describing characters
Noting suspense
Discussing mystery stories
Discriminating between relevant and irrelevant details
Recognizing and identifying the main idea
Listening to and telling stories

Developing Pupil Inquiry

Have the children turn to the table of contents and find the title of the first selection in the reader. Ask if anyone in the group can read the title. If not, read it for the children. Have the children note that the story is divided into two sections.

"Who is this story about?" Have a brief discussion with the children about Mr. Mugs' personality and adventures. Let them recall favorite stories they have read in other grades. Have them think of stories in which Mr. Mugs got into trouble — "Helicopters and Balloons," "Happy Days for Mr. Mugs," "Lost — A Dog!", or "Mr. Mugs at School."

Refer them again to the title of the selection they are about to read. "What do you think this story might be about? Who do you think might kidnap Mr. Mugs? Why might someone kidnap him? Where might they hide him?" Give the children ample opportunity to speculate on the story.

"What questions would you like to have answered as you read this story?" The children should not have any problems formulating questions about this story. However, if they do, help them by saying, "I would like to know who kidnaps Mr. Mugs. How would *you* ask that question?"

Record the questions that the children volunteer in a question box. The question box may look somewhat as follows:

What trouble is Mr. Mugs in?
Does Mr. Mugs get out of trouble?

Four or five questions are sufficient at this point. Depending on the number of questions developed during this pre-reading discussion, two or three more questions may be added during the course of the reading and discussion. In some lessons, try to include a question that the children cannot answer simply by reading the text, but that they must answer by inferring, predicting, or speculating. If you prefer, the question box may be printed on newsprint rather than on the chalkboard.

Ask the children to look again at the table of contents and find the number of the page on which the story begins.

"Now turn to page 6 and read Part One of the story. See what answers you can find to your questions."

Developing Pupil Response

Reading Summarizing	Have the children read Part One of the story silently. When the children finish reading, give them an opportunity to discuss the events so far in the story. "What happened in Part One of the story?"
Recalling details; verifying answers	Then refer the pupils to the first question in the question box. "Who kidnapped Mr. Mugs? Have someone in the group read the question. Ask a volunteer to give the answer to the question in his or her own words. Then ask the child to read the lines of text that verify the answer.
Drawing inferences	Continue to discuss the remaining questions in the question box in a similar manner. Have the children check off the questions as they are answered and verified.
Speculating and predicting	If any questions in the question box cannot be answered at this point, ask, "What question in the box do you not know the answer to? When will you probably know the answer to the question?"
Formulating questions	The children will be eager to guess what is going to happen next in the story. Record their ideas on chart paper or on the chalkboard. Encourage them to tell why they think as they do and what in the story gave them a clue.
Observing picture details	Ask the children if they have any questions they would like to ask about the second part of the story. Add these to the questions remaining in the question box. They may ask, "Will Gus and Rocky's plan work?"
Drawing inferences; inferring feelings	Have the children look at the pictures in Part Two of the story and briefly discuss the happenings depicted. "What is the manager of the apartment building doing on pages 12 and 13? Whom do you think she might be telephoning? Why? What is happening in the picture on pages 14 and 15? How do you think Gus feels? Why? What do you think is happening in the picture on the last page?"
Reading Recalling details	Have the children read Part Two of the story silently. When they finish reading, have them compare what happened in the story to the ideas they had earlier. "Which of your ideas were closest to what really happened?"
Recalling details; verifying answers	Refer the children to the question box. Have the remaining questions read, answered in the pupils' own words, and then verified by having pertinent lines of text read.
Valuing the story Reading orally	Ask the children to choose and read orally for the group their favorite parts of the story. This could be followed by a brief discussion of their reasons for choosing a particular part. Then have the children read the entire story again orally. Let several children act as narrators and others read the lines spoken by the characters. Switch roles for Part Two to give each child an opportunity to read both narration and dialogue.

Synthesizing

Discuss the following questions with the children to help them understand the story as a whole and to develop the story further. Encourage them to give reasons for the answers they suggest. You may find that some of the questions were put forth and sufficiently answered during the course of the reading and discussing. For this reason, you may wish to make a selection from the questions given.

Identifying problem	1. "What was Mr. Mugs' problem in the story? How did he solve it?"
Describing character	2. "Tell what you think Rocky and Gus are like. Why do you think as you do?"
Recalling details; expressing opinion	3. "Why did the crooks take Mr. Mugs? Do you think that their plan could have worked?"
Noting suspense	4. "How did you feel at the end of Part 1? Why? How did you feel after the manager called the police? Why?"
Drawing inference; expressing opinion	5. "Why did the detectives enter the crooks' apartment disguised as electricians? Was that a good idea? Why or why not?"
Discussing mystery stories; making a chart	6. Using the reader story or other similar stories with which the children are familiar, lead the children to suggest the "ingredients" that go into the making of a good mystery story. Organize their suggestions on a chart for future reference for story writing. The suggestions could include such points as the following: the story has suspense and fast-paced action; there is danger; the hero meets the danger with courage; and there are clues to the solution of the mystery.

Developing Comprehension, Research, and Listening Skills

Recalling details

Literal Comprehension. Write the following headings and phrases on the chalkboard or on a chart. Ask the pupils to read each phrase and tell under which of the five headings it belongs. Have the children write the number of the correct heading after each word or phrase.

1. Mr. Mugs 2. Rocky 3. Gus 4. apartment manager 5. the police

spoke to the manager <u>3</u>	tried to bark <u>1</u>
was playing on the sidewalk <u>1</u>	told his pal to make friends with Mr. Mugs <u>3</u>
caught Gus and Rocky <u>5</u>	growled <u>1</u>
felt a muzzle slip over his mouth <u>1</u>	didn't like the hiding place <u>2</u>
didn't like Rocky's looks <u>1</u>	rescued Mr. Mugs <u>5</u>
patted Mr. Mugs <u>2</u>	heard a strange sound <u>4</u>
was sure his plan would work <u>3</u>	sat in a corner <u>1</u>
didn't want to go to headquarters <u>2</u>	couldn't find a way out of the apartment <u>1</u>
checked the light switch <u>5</u>	

Eliminating between
relevant and irrelevant
details

Critical Comprehension. Print the three descriptions below on the chalkboard. Tell the children that these are descriptions like those the police might have handed out around the neighborhood telling people about Mr. Mugs and the thieves. "Which of these sentences give information which would help you spot this person or animal in a crowd or walking down the street?" Have the children read each description and cross out the sentences in it which give irrelevant information.

Mr. Mugs

He is a big gray and white sheepdog. (relevant)
He has four legs and a tail.
His eyes are almost covered up with hair. (relevant)
His fur is long and fluffy. (relevant)
He was born in London, Ontario in September, 1975.
He is very friendly and comes when you call his name. (relevant)
He likes to dig holes and chase squirrels.
One day he went up in a big balloon near a shopping center.

Rocky

He is average height. (relevant)
He has a little black mustache. (relevant)
He has a brother named Sam and a sister named Kate.
He is about 25 years old. (relevant)
When he was a child he went to Oak Road Public School.
When last seen, he was wearing a gray toque, a blue turtle-neck sweater, a red-check jacket, and blue jeans. (relevant)
His favorite comic strip is "Peanuts."

Cognizing the main
idea

Literal Comprehension. Write the following paragraphs on the chalkboard or duplicate them for the children. These paragraphs could also be read aloud to the pupils. Have the children read each story and underline the headline which goes with it.

Girl Climbs Tall Tree
Girl Rescues Kitten
Kitten Stuck in Tree

Early this morning Sandy Jones proved that she was a very brave girl. Chester, her neighbor's kitten, had climbed up a tree and could not come down. Mrs. Tilly, Chester's owner, offered him milk and fish, but Chester was too frightened to come down to get it. Chester was crying and Mrs. Tilly was getting very upset. Sandy was passing on her way to school when she saw Mrs. Tilly and Chester. Sandy climbed up the tall tree and brought Chester down safe to her thankful owner. Good work Sandy!

Thieves Steal Secrets
Dog Digs up Flower Pot
Dog Helps Police Capture Thieves

Today the police finally captured the two thieves who stole the valuable secrets from Professor Von Hutzvon. A dog named Mr. Mugs, whom the thieves had also stolen, helped the police trap the thieves. Mr. Mugs dug up the flower pot in which the thieves had hidden the secrets. Mr. Mugs has now been returned to his happy owners.

Listening to repeat a story

Listening. Tell the children that you are going to play a whispering-listening game. Have the children sit in a circle. Whisper to the child beside you a little three- or four-sentence story such as, "Mr. Mugs was walking down the street. Then he saw a very big animal. It was growling and had the longest nose he'd ever seen. Mr. Mugs was frightened!" Have the story pass around the circle and tell the children that no one can say the sentences more than one time. Have the children make sure that they repeat the story slowly and carefully. Let the last child tell what he or she heard. Compare it to the original, noting any changes that were made and why they might have occurred.

INTEGRATIVE OPTIONS

*Environmental Studies:
Social Studies*

Appreciating the Role of Newspaper Reporters. Have a discussion with the children about newspaper reporters and their jobs. "What is a newspaper reporter? What does a reporter do? How does he or she get the information for the newspaper stories he or she writes?"

Have the children imagine that they are news reporters assigned to the case of Professor Von Hutzvon's stolen secrets. Have them make up a list of people they would interview to get the facts for their story. Then ask them to make up a list of questions that they would ask each person. The children may wish to work in groups of two or more on this project.

When the children are finished, have them discuss and compare the lists of interviewees and questions they made up.

The children may enjoy using their questions to act out interview scenes between reporters and the characters in the story as they might appear on TV.

Drama

Acting Out Telephone Conversations. Have the children work in pairs to act out one or more of the following telephone conversations. Let the children use toy telephones if these are available.

1. Curt or Jan telephones the police station to report that Mr. Mugs is missing.
2. Curt or Jan telephones the police again to find out if they have any information about Mr. Mugs yet.
3. The manager of the apartment building telephones the police about her suspicions about the two thieves and the growl in the big box.
4. Gus or Rocky telephones a criminal friend to tell him or her about the job he is going to pull.
5. Jan or Curt telephones a friend to tell him or her about Mr. Mugs' adventure with the thieves and the police.

Visual Arts

Painting Pictures. Have the children illustrate favorite scenes from the story.

Drawing Wanted Posters. Have the pupils choose one of the two crooks in the story and make a wanted poster of him. Tell them that a wanted poster usually shows a front and side view of the person.

Have the children also compose a description of the character, his habits, friends, hangouts, previous record of crimes and arrests, etc. to attach below the picture to complete the poster.

Mathematics

Experimenting with Codes. "Imagine that you are Professor Von Hutzvon. The thieves have stolen half of your secrets. You want to keep them from knowing the other half. How could you write down your secrets so that the thieves couldn't understand them?"

Talk about secret codes with the children. "When might you want to write something in a secret code?"

Explain each of the secret codes below to the children and have them figure out the messages written in each code.

1. The backwards code. Write each word in the code backwards.

TEEM EM TA EHT DLO LLIM.

EMOC TA THGIE THGINOT ENOLA

2. The number code. Give a number to each letter of the alphabet. For example a = 1, b = 2 . . . y = 25, z = 26. Write the message substituting letters for numbers.

23-8-1-20 20-9-13-5 4-15-5-19 20-8-5 7-1-13-5 19-20-1-18-20

7-12-5-14 9-19 3-15-13-9-14-7 20-15-15

Let the children write messages and answers to one another using these codes. Have the children try to invent new codes and have classmates interpret the messages they write.

Book Center

Davidson, Margaret. *Seven True Dog Stories*. Hastings.

A delightful book of dog adventures.

Levy, Elizabeth. *Something Queer at the Ball Park: A Mystery*. Delacorte.

Jill and Gwen investigate the disappearance of Jill's new bat in this lively tale.

Lewis, Jean. *Kathi and Hash San: The Case of Measles*. Rand McNally.

A persevering girl detective solves her first case.

Marshall, James. *A Summer in the South*. Houghton Mifflin.

A hilarious mystery featuring Marietta Chicken, Eleanor Owl, Mr. Paws, and others, with a zinger ending.

McKee, David. *The Magician and the Petnapping*. Houghton Mifflin.

When the king's pet troon is kidnapped, Melric the magician goes into action in this fantasy tale.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using definition clues

Recognizing and identifying new words, using context clues

Observing special words

Recognizing and identifying consonant clusters with /

Recognizing and identifying the phoneme-grapheme correspondences /ī/y, /ē/y

*Recognizing and identifying final vowels representing glided (long) sounds

Recognizing and identifying the meaning and structure of contractions

Recognizing and identifying suffixes *er* (agent), *ly*, *y*, *est*, *ful*, *less*

*Recognizing and identifying prefixes *a*, *be*, *de*, *ex*

Noting the number of syllables heard in words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-11 for each pupil

Sheets of paper lined for printing

The readers

Spelling notebooks (See *Spelling* section of this lesson.)

Word Meaning

New Words: serious-looking, muzzle, reason, siren, nervously, apartment, build manager, Professor Von Hutzvon, headquarters, opposite, quarrel, valuable, secret balcony, although, decided, thieves, information, detectives, straighten, backwards, electricians, cupboard, post, below, done, hero

Decodable Words: perfect, strangest, suspect, husband, clue, light switches, railing

Enrichment Words: kidnapped, spitting image, exactly, dummy, passport, radio, offer, telephone, yeah

*Recognizing and
identifying new words,
using definition clues*

Place the following words on the board:

1. muzzle
2. siren
3. manager
4. quarrel
5. valuable
6. secret
7. balcony
8. backwards
9. electricians
10. below
11. hero

Give each pupil a set of cards numbered 1-11. Read the following definitions to the pupils. As each definition is read, have the pupils find on the board the word that is being defined and hold up the card with the number of that word on it.

A person who manages or runs a business, an apartment building, or a sports team.
Worth a lot.

The opposite of *forward*.

A sort of whistle that makes a loud, wailing sound, used on police cars and fire engines.
Something that only one or two people know and promise not to tell.

People who work on electrical equipment.

A strap put around a cross dog's nose and jaws to keep it from biting.

An angry argument.

A kind of veranda opening off an apartment.

The opposite of *above*.

A very brave man or boy.

*Recognizing and
identifying new words,
using context clues*

Have the pupils keep their sets of numbered cards. Place the following words and sentences on the board:

1. serious-looking
2. reason
3. nervously
4. apartment
5. headquarters
6. opposite
7. although
8. decided
9. information
10. detectives
11. post

She must have had a _____ for doing such a silly thing.

I _____ to go for a walk after all.

The frightened boy crept _____ up the creaking stairs.

Grandma lives in an _____.

We called police _____ about the car crash.

Some people are _____; others smile all the time.

Mr. Mugs was quiet, _____ he felt like barking.
 The _____ asked everyone about the crime.
 Where can I find _____ about sheep dogs?
 The bus stop is right _____ the schoolyard.
 The men tied Mr. Mugs to a _____.

Have each incomplete sentence read aloud. Ask the pupils to find the missing word in the word list and hold up the card with the number of the word on it. When a word has been decided upon, have the sentence read again with the word in it, to make sure it makes sense.

The purpose of this activity is to point out unexpected aspects of words that do not follow rules of spelling or pronunciation. It is not intended to be an exhaustive analysis. Write each word on the board, pronounce it, point out its peculiarities, and have the pupils pronounce it.

Place the following words on the chalkboard:

building
 thieves
 straighten

Have each word pronounced and call to the pupils' attention the following points: *building* — the *ui* standing for the unglided (short) sound usually represented by the letter *i*; *thieves* — the *ie* standing for the glided (long) /ē/ sound as in *see*; *straighten* — the *ai* standing for the glided (long) /ā/ sound as in *sail* and the *gh* not representing any sound.

Further the pupils' understanding of the usage of these words by printing the following sentences on the board and having them read.

My father works in that tall *building*.
 Some *thieves* broke in and stole our valuable things.
 Can you *straighten* this bent nail?

Phonemic Analysis

Recall that *l* often goes with another letter to form a consonant cluster. Place the following words on the board:

blast	clear	climb	siren	blue
flying	colt	plate	slipper	below
palace	sleepy	floor	float	closet

Distribute sheets of paper lined for printing. Ask the pupils to print *bl*, *fl*, *gl*, *pl*, *sl*, and *No* on their papers as headings. Demonstrate on the board if necessary. Then have the pupils read the words on the board and print each one under the proper heading, according to the first two letters. Any words that do not start with a consonant and *l* are to be printed under the *No*.

Recall that *y* at the end of a word stands sometimes for the vowel sound heard in *fly* and sometimes for the last vowel sound heard in *baby*. Place the following words on the board:

candy	by	happy	cry	sly
sky	city	dry	only	rocky
my	family	reply	streaky	try

Point to each word. If the *y* at the end stands for the sound heard at the end of *fly*, the pupils are to raise their right hands. If it stands for the sound heard at the end of *baby*, they are to raise their left hands. When the decision has been made each time, have the word pronounced to make sure the right sound has been chosen.

Print *go* and *no* on the board and have them pronounced. Have the vowel sound identified as the glided (long) /ō/ sound. Recall that in most words ending in *o* the glided (long) sound is used. To reinforce the concept, print these words on the board and have them pronounced.

ago	ho-ho	radio	so
hero	hydro	hello	no

Explain that other vowels coming at the end of a word usually represent the glided (long) sound. As examples, print these words on the board and have them pronounced.

be	he	maybe	why	cry
me	we	hungry	busy	hi

Point out that this is not true of words ending in *a*. In such words, the final *a* is usually pronounced so lightly that the sound is hard to distinguish. Print *Grandma*, *Grandpa*, and *idea* on the board to illustrate this. Mention, too, that very few words end in the vowel *u*.

Structural Analysis

Recognizing and
identifying the meaning
and structure of
contractions

Elicit from the pupils what contractions are and how they are formed. Then print the following on the board:

1	2
I've	there is
she'll	he had
we'd like	let us
you're	do not
won't	I am

Point to each contraction in column 1 in turn and call upon pupils to give orally the two words that have been run together to form the contraction. Then point to each set of words in column 2 and ask pupils to tell and spell the contracted form.

Refer the pupils to pages 10 and 15 of the reader. Have them read each page, find all the contractions, and name the two words from which each contraction is formed.

Recognizing and
identifying suffixes *er*
(*agent*), *ly*, *y*, *est*, *ful*,
less

Print on the chalkboard *slowly*, *rainy*, *worker*, *fastest*, *careful*, *valueless*. Recall that a suffix is a word part added to the end of a root word. Have the suffix in each word identified and circled, and the root word underlined. Point out that when you come upon a new word that has a suffix, the easiest way to find out what the word may be is to separate the suffix from the root, figure out what the root word may be and note the suffix separately, then put the two together again to identify the whole word.

Recognizing and
identifying prefixes *a*,
be, *de*, *ex*

Explain to the pupils that word parts are often added to the beginning of root words to form new words. When they come at the beginning, they are called *prefixes*. Print *prefix* on the board and have the group pronounce it.

Place *across*, *become*, *depart*, and *exchange* on the board. Have the pupils find in each word a small word they know. (*Cross*, *come*, *part*, and *change*.) Ask pupils to come to the board and underline these root words. Circle the prefixes *a*, *be*, *de*, and *ex*, and explain that these are prefixes that have been added to the underlined root words.

Tell the pupils that it is helpful to recognize these prefixes when confronted with a new word. First, separate the prefix from the root word and decode the root word. Then add the prefix to the word again to identify the whole word. Demonstrate with the word *exclaim*. Print the word on the board and have the prefix identified. Then decode the root, recognizing the *cl* cluster for the *ai* standing for the glided /ā/ sound, and the final *m* and running them together to pronounce the root word. Add the prefix *ex* and pronounce the whole word. The pupils will recognize that it is a word they can decode.

For additional reinforcement, print the following words on the board and have children decode them in the same way as above. Warn them that the root word is not always a word they will recognize by itself, but when they decode it and add the prefix, they will usually find that the whole word is one they know.

decode	exchange	defrost	along	before
away	because	express	delight	exact

Syllabication

Noting the number of
syllables heard in
words

Say the following words as the pupils listen to detect the number of syllables heard in each one. If the word has three syllables, they are to hold up three fingers. If the word has two syllables, they are to hold up two fingers. If the word has only one syllable, they are to hold up one finger.

manager	reason	siren	opposite	done
---------	--------	-------	----------	------

balcony
mouth

thieves
quarrel

slipped
nervously

secret
post

below

Spelling

Spelling Notebook

The children should have notebooks for spelling. You may wish to suggest that they keep in their spelling notebooks a list for useful words and a list for spelling words that they find difficult to spell.

Print *although*, *below*, and *done* on the chalkboard. Call attention to the phonemic and structural points that need to be remembered: *although* — the *a* standing for the /o/ sound before *l* and the *ough* standing for the /ō/ sound; *below* — the prefix *be* and the /ō/ow correspondence; *done* — the *o* standing for the /u/ sound and the final *e*.

Have the words entered in the list of useful words in the spelling notebooks.

Print *building*, *secret*, and *decided* on the board and have them read. Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered on the correct alphabetic pages of the spelling notebooks.

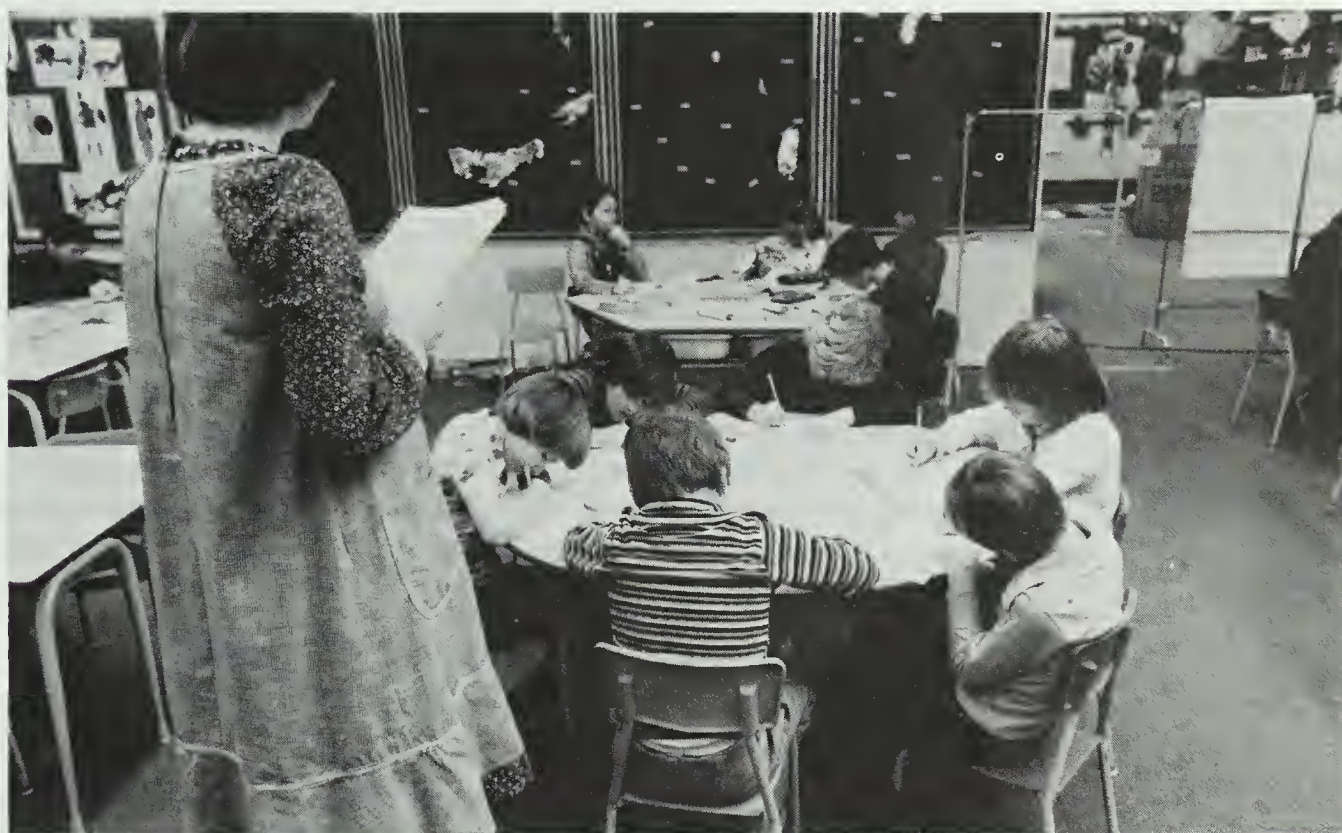
Erase the words from the board and ask the pupils to print the following words on their worksheets as you dictate them in sentences such as the following:

My friend lives in that big apartment building. building

I know a secret, but I won't tell it. secret

Curt decided to buy candy instead of pop. decided

If a child misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. Encourage the pupils to review their difficult words frequently.



LANGUAGE DEVELOPMENT

Objectives

Recognizing and reading divided runover sentence

Recognizing and identifying use of series of periods

Discriminating between finished and unfinished sentence and questions; completing sentences and questions using a variety of words (listening and reading)
 Discriminating between statements and questions; punctuating sentences and questions
 Recognizing, identifying, and producing compound sentence patterns using the connective *and*; compound subjects and predicates; compound sentences from two simple sentences
 Recognizing, identifying, and using irregular past tenses *saw, seen, was, were, done, heard, caught, thought*
 Recognizing, identifying, and using adverbs
 Recognizing and identifying alphabetic sequences (letters)

Materials Needed

The readers
 A pocket chart
 Sentence strips as required under "Sentence Building"
 Period and question mark cards; blank word cards

Sentence Awareness

Recognizing and reading divided runover sentence

Have the children turn to page 16 in their readers and read the last paragraph. Elicit that the paragraph begins on page 16 and ends on page 17, and have the children note the divided sentence. Ask the pupils how they think the sentence should be read. Have one or more volunteers read the sentence aloud, while the others listen to be sure the sentence is read as a whole and no pause is made after the word *nearly*.

Recognizing and identifying use of series of periods

Have the children turn to page 14 in their texts and read the second paragraph. "What do you see at the end of this paragraph? What do you think the row of periods means? Why do you suppose the writer put the periods there?"

"How would you read this sentence? Read it for us the way you think it should be read. Elicit that the sentence should be read with an unfinished inflection, indicating an unspoken thought. Have the children discuss and read other parts of the story where a series of periods is used.

Sentence Building

Discriminating between finished and unfinished sentences and questions; completing sentences and questions using a variety of words (listening)

Recall with the pupils that when we tell or ask someone something, we must be sure to tell or ask the whole thing, so that the other person will know what we mean.

Read the following sentences and questions to the pupils, one at a time, indicating by voice intonation whether each one is finished or not finished. Have the pupils determine in each case whether the sentence is finished or unfinished. Elicit words from the children to complete the unfinished ones. Accept a number of suggested words each time, to reinforce the understanding that a variety of words may often be used to complete one sentence or question correctly.

Everything happened very quickly.
 When Gus and Rocky. . .
 All the windows and doors were locked.
 The next morning. . .
 How did the detective get into the apartment?
 Were Curt and Jan. . .?

Discriminating between finished and unfinished sentences and questions; completing sentences and questions using a variety of words (reading)

Print the following incomplete sentences and questions on the chalkboard, or print them on paper strips and use the pocket chart for this exercise. If you wish to use the pocket chart, have available period cards, question mark cards, and several blank word cards.

Mr. Mugs was
 Where did
 As the elevator was about to close
 Did you ever
 The manager
 The next morning

Refer to the first incomplete sentence on the board, or place it in the pocket chart. Have a volunteer read the sentence aloud, ending with an unfinished inflection of the voice, as the other children read silently. Then you might say, "Is this sentence finished? Why not? What are some words that will finish the sentence?"

Print the words that the children suggest at the end of the sentence, or print them on blank cards and place them in the pocket chart at the end of the sentence. With the children, read the sentence aloud, ending with a finished inflection. "Is the sentence finished now? Does it make sense? Why?"

"Does this sentence tell us or ask us something? What should we put at the end to show that it is finished?" Have a child place the period at the end of the sentence, or place the period card in the pocket chart at the end of the sentence.

Elicit two or three other suggestions that might finish the sentence and make sense; for example, *playing, playing on the sidewalk, kidnapped, put into a box, in danger, taken to an apartment building, and growling*. Follow the foregoing procedure each time to determine whether the sentence is finished and makes sense.

Continue in a similar manner with the other sentences and questions.

Recall with the children that the word *and* is often used to join two sentences into one sentence so that we can say things in a shorter and better way.

Print the following sentences on the chalkboard and ask the children to read them.

The manager called the police.

The manager told them about the huge box.

"How can we make these sentences shorter and sound better by joining them with the word *and*? What words do we leave out when we join the two sentences into one sentence?"

Guide the pupils as they form the sentence:

The manager called the police and told them about the huge box.

Print the sentence on the chalkboard as it is given by the pupils. Have them read the newly-formed sentence and explain in their own words what changes in wording and punctuation occurred.

Work in a similar manner with the following pair of sentences.

Curt wondered where Mr. Mugs could be.

Jan wondered where Mr. Mugs could be.

Guide the pupils as they form the sentence:

Curt and Jan wondered where Mr. Mugs could be.

Print the following sentences on the chalkboard and have the pupils read them.

Jack painted the chair.

Erika painted the table.

Tell the pupils that they can make the two sentences sound better by joining them into one sentence with the word *and*. If necessary, print the word *and* between the two sentences:

Jack painted the chair.

and

Erika painted the table.

Guide the pupils as they form the sentence:

Jack painted the chair and Erika painted the table.

Print the sentence on the chalkboard as it is given by the pupils, and have the group note that the period after *chair* was deleted.

Work in a similar manner with the following pairs of sentences. After the exercise is finished, have the pupils find and read similar compound sentences in the text selection.

Gus turned off the engine.

Rocky got out of the van.

terminating between
statements and
questions; punctuating
sentences and
questions

Recognizing,
identifying, and
producing compound
sentence patterns
using the connective
and; compound
subjects and
predicates; compound
sentences from two
simple sentences

Dick was reading a book.
Marsha was watching TV.

It was a sunny day.
The park was full of people.

Jan ran to school.
Peter ran to school.

*Recognizing,
identifying, and using
irregular past tenses
saw, seen, was, were,
done, heard, caught,
and thought*

To reinforce correct usage of the irregular past tenses listed on the left, ask the children questions such as the following and have them answer in complete sentences using appropriate verb forms. Try to do only those verbs with which the children's conversation indicates they are having difficulties.

- "What did Mr. Mugs see when he was playing on the sidewalk one afternoon?"
- "Had Mr. Mugs ever seen the two men before?"
- "What did you see in the picture on page 17?" Have several pupils answer.
- "What have you seen in this room every day for the last week?"
- "What had the electricians seen on the apartment balcony?"
- "When the manager was getting off the elevator, what did she hear coming from the box?"
- "What did you hear this morning? What did you hear just now?"
- "Out on the balcony, what did Mr. Mugs suddenly catch sight of?"
- "What did you catch sight of when you were playing in the schoolyard?"
- "What did Mr. Mugs think about being a hero? What did he think about when he was on the balcony?"
- "What did you think about today?"
- "Where was Mr. Mugs playing at the beginning of the story?"
- "Where do you suppose Curt and Jan were?"
- "Where were you yesterday after school?"
- "At the end of the story, the detectives saw what Mr. Mugs had done. Who else saw what Mr. Mugs had done?"
- "Who would soon know what Mr. Mugs had done?"

*Recognizing,
identifying, and using
adverbs*

Print the following exercise on the chalkboard. Have the children read silently the words at the top and the sentences below. Then have the pupils take turns completing the sentences orally, using one or more of the listed adverbs each time.

quickly quietly loudly nervously

1. The men dragged Mr. Mugs into the truck _____.
2. Everything happened so _____ that Mr. Mugs was stunned.
3. Rocky spoke to Gus _____.
4. Mr. Mugs sat _____ in the apartment.
5. _____, the manager decided to call the police.
6. The police siren roared _____.
7. Rocky and Gus watched the electricians _____.
8. The dog barked _____.

Punctuation

*Discriminating between
statements and
questions*

Place the following exercise on the chalkboard.

. or ?

1. One morning, Mr. Mugs was playing on the sidewalk
2. The two men put Mr. Mugs into a box and closed the top
3. Why couldn't Mr. Mugs bark
4. Isn't it a nice day
5. The manager of the apartment building decided to call the police
6. Are those men the thieves
7. Who was that on the telephone

Have the children read each sentence in turn and tell whether it is a telling sentence or an asking sentence (or question). Encourage the pupils to explain how they know whether a sentence is a telling sentence or an asking sentence (by the vocal inflection of the reader; by the beginning word; by the purpose of the sentence). Then let the children take turns placing the punctuation marks.

Dictionary Skills

Call upon individual pupils to name in order the letters that come after *b; e; l; r; u; w; y*; etc.

Call upon individual pupils to name in order the letters that come between *a* and *c*; *c* and *f*; *h* and *k*; *i* and *m*; *p* and *t*; *w* and *z*; etc.

Have the pupils name in order two, three, or more letters that come before *e; k; w; s; q; c*.

WRITING

Objectives

Learning to write the letter *c*

Composing comic-strip stories; identifying main events in reader selection; using direct speech in word balloons

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebook for each child in the group

The readers

Newsprint sheet for each child in the group

Lined paper and/or notebook for personal writing for each child

Newspapers

Paints and crayons

Handwriting

Just before the pupils begin to learn to write and during the beginning stages of learning to write, you may wish to have the group become familiar with cursive writing by reading some examples. Cursive writing alphabet cards should be displayed in the room, and name cards may be written instead of printed whenever they are necessary.

Write the pupils' names on "helpers" lists or charts, on experience charts, on large paintings, on other art pieces that are displayed in the room, and so on. You may wish to write the duties next to the names of the classroom helpers and from time to time write an entire experience chart story. Short verses and "quotations of the week" may be written on the chalkboard or on chart paper. Written titles and captions for pictures and other materials may also be introduced.

When teaching cursive writing forms, the examples you write on the chalkboard will be the models copied by the children. Thus, it is important that you form each letter accurately.

Demonstrate the letter to be taught by forming it on a ruled space at the chalkboard. It is recommended that the slant be taught right from the beginning of the writing program. The letter should be slanted just enough to be noticeable. After you have written the letter two or three times on the chalkboard, stand with your back to the pupils and trace the letter in the air, describing the direction of each movement and the retracings, if any. Ask the pupils to "draw" the letter in the air with you. Then have the pupils make the letter in the air again as you make it on the chalkboard several times. Describe each movement as you make it.

Have the pupils make the letter on their desks with their index fingers as you demonstrate again on the chalkboard. Writing in a sand container is also helpful to the pupils; poorly-formed letters may be easily erased and written again. You may also wish to have the children write the letter with crayons, finger paints, or felt markers on large papers.

Let some pupils practice the letter at the lined chalkboard and then have all the pupils practice the letter several times on their papers. Examine the pupils' work carefully. If necessary, have the children check the models again and do more practice in the air, on the desks, and on their papers.

Ten to fifteen minutes of daily writing practice is recommended by most authorities. Have the children use a special writing notebook and introduce the use of margins, if this has already been done.

*Writing posture;
position of paper and
pencil*

A good, comfortable writing posture is important. The pupils should sit well back in the seats, with feet flat on the floor. The free arm should rest on the desk and/or paper.

The pencil should be held between the thumb and index finger and should rest on the middle finger. It should be held about 2-3 cm from the point. The paper should be slanted to the left on the desk, for right-handed writers. There should be a good light, without a shadow falling on the paper or book. Watch that the pupils keep their eyes a suitable distance from their papers.

Left-handedness

Do not attempt to change left-handedness! Left-handed writers should hold their pen about 3-4 cm from the point so they can easily see what they are writing. The paper should be slanted to the right to follow the line of the writing arm. Be sure that a shadow does not fall on the work of left-handed writers. Vertical writing or a slight left slant is acceptable. Above all, legibility is important. If possible, group left-handed writers for instruction so you can supervise closely and prevent them from "hooking" their wrists when writing. Provide ample time for chalkboard practice.

*Learning to write the
letter c*

For the first writing lesson, teach the pupils how to write the lower-case form of the letter c following the procedure suggested above.



Directed Writing

Recall Part One of the reader story and have the pupils tell some of the main events. Print four of the main events on the chalkboard. For example:

Mr. Mugs was playing on the sidewalk when a van pulled up beside the curb.
Two men dragged Mr. Mugs into the back of a truck.
They took Mr. Mugs to an apartment building.
In the apartment, Gus and Rocky talked about their plans.

On the chalkboard, divide a box into four sections in the style of a comic strip.

--	--	--	--

Or

With the pupils, develop a comic-strip story using the main events listed on the chalkboard. Discuss the way the story might begin, what might go in the first frame, and how the rest of the story might be organized to complete the other three frames.

Develop the first frame of the comic strip cooperatively on the chalkboard. Elicit that it should show Mr. Mugs playing on the sidewalk as the van with the two men inside pulls up beside the curb. Discuss the use of the "word balloon" as a way of showing what comic-strip

*Composing comic-strip
stories; identifying main
events in reader
selection; using direct
speech in "word
balloons"*

characters are saying. Recall the use of quotation marks for direct speech and have the children use these punctuation marks in the word balloon(s). The first frame might be somewhat as shown below:



Have the pupils complete the rest of the comic strip on their own. Provide a blank sheet of newsprint for each member of the group and have the children fold the sheet into four sections. They may copy the first frame from the board or use their own ideas to picture the first important event of the story. Have the children depict the remaining three events listed on the chalkboard in the other three frames. After the comic strips are finished, have the children print titles for them at the top of the newsprint sheets.

Creative Writing

Personal Writing

Have the pupils carry on the personal writing activities begun in Level 3 and continued in Levels 4 and 5. Personal writing is an individual's response to a reader selection; a topic discussed while making charts, lists, or posters; a classroom event; films and filmstrips; picture books and other books; television programs; a story read by the teacher.

The children should be given opportunities to write several times a week. They may do their writing at a scheduled time, or they may turn to it during their spare time after they have finished an assignment. It is important that the children be encouraged to write and to experience success, especially in relation to initial attempts.

When a child needs help with the spelling of a word, he or she may find the word in a dictionary or other book in the classroom, or on vocabulary or other charts before approaching you for guidance.

If you are not involved with a group, the child may bring a blank word card to the desk and ask you to print the word on it. If you are occupied at the time the child needs assistance, he or she should try to print at least part of the word independently and go on with the rest of the sentence. When you are available to give the correct spelling, the rest of the word can be completed.

Personal writing should be corrected, using whatever method is comfortable for you and the children.

Writing should often be coupled with painting or drawing a picture. It might be kept for a record of progress, either in a folder or re-written in a special writing book. Dating the material will indicate progress in relation to time.

For this lesson, have the pupils depict Part Two of the reader selection as a comic strip story. Remind the children to think of four important events to use in their comic strips and to decide on the order in which to picture the events before they begin their drawings.

Some pupils might like to depict other comic strip adventures about Mr. Mugs, such as "Mr. Mugs Goes on a Plane Ride," "Mr. Mugs Climbs a Mountain," "Mr. Mugs Sails on a Pirate Ship," "Mr. Mugs Marches in a Parade."

Let the pupils work in pairs and read some Lost and Found advertisements in newspapers in the classroom or at home, or have them bring some newspapers to school for this purpose. Have the children find out what information is given in the ads and how the descriptions of the pets are worded. Then suggest that the children pretend to be Curt or Jan and write an ad about their missing dog, or they might like to write an ad about any other imaginary lost or found pet.

Have the pupils recall the ending of the reader selection. Ask the children what they think might happen next. Then suggest that the children write a further ending for the story, telling what happened next. Remind them to look for the words they want to use in their dictionaries, in the reader, and on charts before asking for your help.

Some children may want to write different details for the main part of the story. "Suppose Rocky had taken Mr. Mugs to headquarters. What might have happened then? How might Mr. Mugs have warned people there about Rocky? How would Mr. Mugs have been saved if the crooks captured?"

Have the pupils illustrate their completed stories with crayons or paints and share them with the group.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying initial consonant clusters with /

Stepping Stones

Objective

Recognizing and identifying initial consonant clusters with /

Number of Players

One to Four

Materials Needed

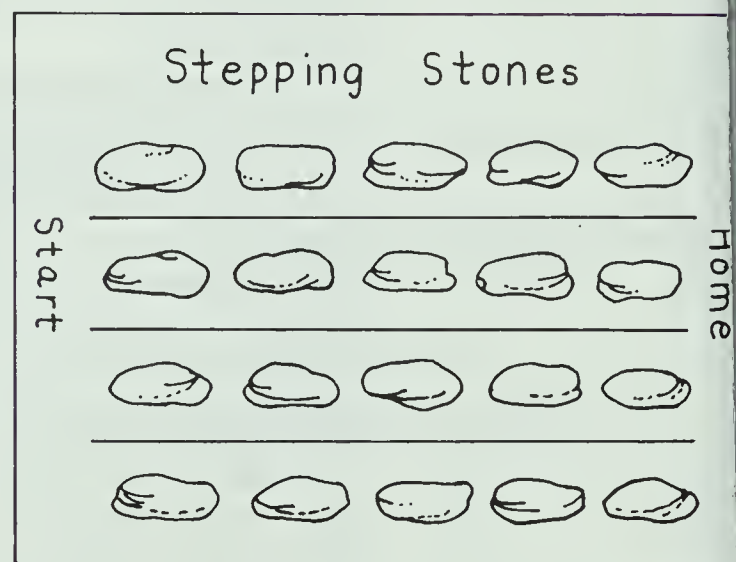
One set of dice: one die marked with blends *bl, cl, fl, gl, pl, sl*; one die marked with graphemic bases *ink, ue, unk, are, ash, ow*

One "Stepping Stone" board

Procedure

Each player takes a turn at rolling the dice and matching a blend and a graphemic base. If a player makes a word that he or she can read, the player advances one stepping stone. If a laminated board is used, the players could write the word on each stone.

Decoding Skills:
Phonemic Analysis



Objectives

Listening to poem for enjoyment
 Recalling details
 Listening for specific details
 Evaluating illustration
 Discussing reactions to poem
 Inferring feelings
 Discussing lesson of poem; valuing
 Reading and acting out poem
 Playing games

Responding to Poetry

"I am going to read a poem called 'One, Two, Three' for you. You will need to listen very carefully in order to understand its meaning. As I read, try to see in your mind what is happening."

Read the poem to the children. Then ask, "Who are the two people in this poem? How old is the little boy? What age is half past three?"

"What were the little boy and the old lady doing in the poem? Listen to the poem again to see how the game was played." Read the poem again. Then have the children describe the game the boy and the lady were playing. "How is this game different from regular hide-and-go-seek? Why was this a good game for the little boy and the old lady to play?"

Have the children locate the poem in the table of contents and then turn to the selection in their books. Discuss the illustration and the way in which the artist has interpreted the poem. "Do you think this picture goes well with the poem? Why or why not?"

Read the poem again while the children follow along silently. "How does this poem make you feel? Why do you feel that way? Do you like this poem? Why or why not?"

"How were the old lady and the little boy feeling as they played their game in the poem? Why did they feel this way? Try to imagine what your life would be like if you couldn't walk or run around as you pleased. What things that you do now would be impossible? What things that you like doing could you still do? Do you think it would be hard to be cheerful if you were handicapped like the little boy or very, very old like the lady? What lesson can you learn from the two people in the poem? What things could you do to help handicapped or elderly people you meet?"

Plan a presentation of the poem by the group. Two children will be the main characters. They will act out the roles of the boy and the lady and read their speeches in the poem. They could wear costumes suitable for their parts in the presentation, such as granny glasses, wig, little boy's hat, and so on. A group of children will practice reading the narrative parts.

Have the children play the game described in the poem. They could hide in different places in the classroom, the school yard, and the school.

"What other games do you know that you play without moving around?" Have the children play several of the games suggested. If the children don't have very many ideas, you could suggest the following games.

Animal, Vegetable, or Mineral: One player thinks of a specific object and tells the other player whether it is animal, vegetable, or mineral. The second player will then ask questions in an attempt to guess the object. All of the questions must be answerable by "yes" or "no." The questioner may ask as many questions as he or she wishes but gets only 3 direct guesses at the secret object.

I Spy. One player looks around the room and secretly chooses an object. Then he or she says to the other player, "I spy something with my little eye, something that is yellow." The other player must now try to guess what the object is. The first player may say "warm" or "cold" to help the guesser if he or she wishes.

COMPREHENSION

Using the table of contents
 Speculating; predicting
 Observing picture details
 Formulating questions
 Recalling details; verifying answers
 Inferring feelings; drawing inferences
 Valuing
 Locating descriptive words and colorful language
 Describing main character's personality
 Applying story idea to personal experience
 Recognizing, identifying, and producing sequence
 Summarizing
 Locating information about wild cats

INTEGRATIVE OPTIONS

Environmental Studies: Social Studies —
 visiting a harbor, doing map work and research
 Science — studying a cat
 Visual Arts — making a crayon resist
 Music — singing sea songs
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
 Observing special words
 Recognizing and identifying consonant clusters with s
 Recognizing and identifying phoneme-grapheme correspondences /e/ea, /ē/ea, /i/i, /ī/i-e, /ī/y /ī/i, /ī/igh
 *Recognizing and identifying phoneme-grapheme correspondences
 Recognizing and identifying compound words; possessive forms with s
 *Recognizing and identifying possessive forms with s'
 Dividing words with two different medial consonants
 *Dividing words with medial digraphs
 Observing the spelling of useful words; of spelling words

LANGUAGE DEVELOPMENT

Recognizing and reading runover sentences
 Recognizing similes; producing similes
 Recognizing onomatopoeia
 Recognizing, identifying, and producing variation in sentence patterns
 Recognizing, identifying, and producing compound-complex, complex sentence patterns using *but*, *because*
 Recognizing, identifying, and using irregular past tenses *threw*, *knew*, *found*, *went*, *woke*, *took*, *sang*
 Recognizing, identifying, and using adjectives
 Recognizing and identifying uses of capitalization
 Punctuating sentences: commas in a series
 Recognizing, identifying, and producing alphabetic sequence

WRITING

Learning to write the letter a
 Using adjectives: writing descriptions and making up names for Grandfather Rat and other animals
 Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying compound words
 Recognizing and identifying spelling words

Literary Appreciation**

Relating picture and story
 Drawing inferences about story situations; about story character's feelings
 Valuing the story
 Locating descriptive words and colorful language
 Describing a story character
 Applying story idea to personal experience
 Reading supplementary books

Listening**

Listening attentively in discussions
 Listening to identify phoneme-grapheme correspondences /e/ea, /ē/ea, /i/i, /ī/i-e, /ī/y, /ī/i, /ī/igh

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Speculating; formulating questions
Observing picture details
Recalling details; verifying answers
Predicting
Inferring feelings; drawing inferences
Valuing; reading orally
Locating descriptive words and colorful language
Describing main character's personality
Applying story idea to personal experience
Recognizing, identifying, and producing sequence
Summarizing
Locating information about wild cats

Developing Pupil Inquiry

Using the table of contents

Have the children turn to the table of contents and find the title of the next selection. Ask a volunteer from the group to read the title aloud. Have the pupils note that the story is divided into two parts.

Speculating

"What or who do you think Fish Head might be?" Give the children an opportunity to use their imagination and speculate on the title.

Observing picture details; speculating

Ask the pupils on what page Part 1 of the story begins. Have them turn to pages 20 and 21 to look at and discuss the illustration. "Can you guess who Fish Head is? Where is Fish Head in the picture? What is he doing? What do you think the man below might be saying to Fish Head? How do you think Fish Head might have gotten his name?"

Formulating questions

"What questions would you like to have answered in the story?" Record the children's questions in a question box. They might ask questions somewhat like the following:

Why is the cat named Fish Head?

Who owns Fish Head?

Do any unusual things happen to him?

"Now let's read Part 1 of the story to see what answers you can find to your questions."

Developing Pupil Response

Reading
Recalling details; verifying answers

Have the children read page 20 silently. When they finish reading, ask, "What did you find out about Fish Head on this page? What answers did you find to your questions?" Have the children answer the questions in their own words and then verify the answers by reading the pertinent lines of text.

Predicting
Reading
Recalling details

"What kind of adventures do you think Fish Head might have?" After the children have discussed this question, have them read pages 22 and 23 silently. "What happens to Fish Head on these pages? How did Fish Head feel about being out at sea? Whom did Fish Head meet on the boat?"

Speculating
Formulating questions

Let the children speculate on what they think might happen next in the story. They may wish to formulate further questions to add to the question box such as "Do the sailors want Fish Head on their boat? What are the sailors like? How does Fish Head get along with the sailors?"

Observing picture details; reading
 Recalling details
 Recalling details; verifying answers
 Predicting

Observing picture details
 Inferring feelings

Formulating questions

Reading

Recalling details; verifying answers
 Valuing; reading orally

Locating descriptive words and colorful language

Valuing story
 Describing main character's personality

Recalling details; valuing
 Valuing; applying story idea to personal experience
 Drawing inferences

Recalling details

Recognizing, identifying, and producing sequence

Have the children look at the pictures on pages 24, 26, and 27 and briefly discuss the happenings depicted. Then have them read silently to the end of Part 1. "What problem does Fish Head have on these pages? Why did this happen to him?" If the children pose questions, have these answered and verified.

"What do you think Fish Head will do on the ship when the weather becomes calmer?" List the children's ideas on the chalkboard.

Have the children look at and briefly discuss the illustrations on the remaining pages of the story. "What is Fish Head doing in the picture on pages 28 and 29? How do you think he feels about being on the boat now? Where do you think Fish Head is on the last page?"

"What questions would you like to ask about the second part of the story?" Record the children's questions in the question box. They may ask,

Why is Fish Head in the crow's nest?
 How did Fish Head get on shore again?
 Is Fish Head going to stay on land?

Have the children read Part 2 of the story silently. When they finish reading, refer them to the list of ideas they had about Fish Head's activities on the boat. Discuss which of the speculations were closest to the author's ideas.

Then have the children answer and verify the questions in the question box.

Let the pupils read their favorite parts of the story orally and tell why they liked the part they selected. Have them tell in their own words what came before the selected passage and what happened after.

"Let's look at the story to find words the author has used to paint a clear, colorful picture of Fish Head." On a chart or on the chalkboard, list words that describe Fish Head such as raggedy-scraggledy, patched-up, scratched-up cat; chewed-up tail; Ding-Blasted Live Loving Thief; and Dirty Wharf Cat.

On a second chart, list words and phrases that the children think are interesting or unusual or paint particularly vivid word pictures, such as "Blunderation" or "bobbing up and down on the water like an apple at Hallowe'en."

Synthesizing

1. "Did you enjoy this story? Why or why not?"
2. "Who was the main character in the story? What kind of things did Fish Head like to do? What words would you use to describe Fish Head's personality? Give reasons for each word you choose."
3. "How did the people in the story feel about Fish Head? Why? Did you like Fish Head? Why or why not?"
4. "Do you think Fish Head would be a good pet to have around your house or apartment? Why or why not? If you own a cat, tell about it."
5. "Why did Fish Head go back onto the boat at the end of the story? Why do you think the sailors wanted Fish Head to stay on the boat?"
6. "What things did Fish Head learn in this story?"

Developing Comprehension, Research, and Listening Skills

Literal Comprehension. Write the phrases below on the chalkboard or on a chart, and duplicate the exercise and distribute copies to the children. Ask the children to read each group of phrases and decide which phrase tells what would happen first, what would happen second, and what would happen third. They are then to number the phrases to show what they think is the correct order.

- | | |
|-----------------------------------|--------------------------------|
| <u>3</u> rat disappears down hole | <u>2</u> storm comes |
| <u>1</u> cat sees rat | <u>1</u> ship at sea |
| <u>2</u> rat runs | <u>3</u> ship tosses and rolls |
| <u>2</u> thunder rumbles | <u>3</u> hard to walk on deck |
| <u>1</u> clouds appear | <u>1</u> sea grows rough |
| <u>3</u> storm begins | <u>2</u> ship rolls |

2 cat steals meat
3 butcher angry
1 meat on stand

3 ship at sea
2 sailors go ashore
1 ship at wharf

Drawing inferences

Critical Comprehension. Duplicate the exercise below and give each child a copy. Ask the pupils to read each question and the statements below it. They are to underline the statement that best answers the question.

1. Why did the people who lived on the waterfront dislike Fish Head?
He sat on the dock and howled at the moon.
 He killed birds.
 He wasn't friendly.
2. Why did Fish Head get on the boat?
 He wanted to be a sailor.
He was so busy chasing a rat that he didn't notice where he was going.
 He thought there would be lots of rats on a boat.
3. Why didn't Fish Head want to eat for the first two days on the boat?
 He had eaten so many rats he wasn't hungry.
The sea was rough and he was seasick.
 He didn't like the food.
4. Why did Fish Head rush off the boat at Clambake Island?
 The butcher was waiting to play with him.
 He was glad to get back to his own island.
He wanted to get the butcher's clams.

Summarizing

Literal Comprehension. Have the children recall briefly what happened in Part One of the story. Print the following sentences on the chalkboard. Have the children read the sentences and then choose and underline the three sentences that best sum up the main events of this part of the story.

Part One

Sometimes people threw potatoes and other things at Fish Head.
Fish Head was tired after chasing Grandfather Rat, so he fell asleep on the deck of a fishing boat.
 Fish Head climbed to the top of the mast of the fishing boat.
It got stormy so Fish Head went into the boat and met two sailors.
Fish Head had trouble walking in the moving boat, so he lay down in a corner.
 Fish Head scratched the sailor when the sailor laughed at him.

Locating information
 about wild cats

Research. "Fish Head is a domestic or tame cat. What wild members of the cat family do you know about?" Have a brief discussion with the children about wild cats.

Then have them formulate questions about wild cats to which they would like to find the answers. They may ask questions such as the following: What are the names of wild cats? What do they look like? Where do they live? What do they eat? How do they get their food? What are their babies like? Are they dangerous to man?

The children should work together to find the answer to the first question. A cooperative list of names of wild cats could then be made on a chart. Next, have each child choose one cat for research based on the remaining questions. The children can give short oral reports of their findings to the group.

INTEGRATIVE OPTIONS

Environmental Studies:
 Social Studies

Visiting a Harbor. If there is a harbor in your area, take the group on a trip to visit it. Before the trip, have a discussion with the children about the things they expect to see. The children could suggest questions to which they will try to find the answers during the trip, such as "What kinds of boats are in the harbor? What are the boats used for? What work do people do at the harbor?"

If it is possible to take the children for a ride on or a tour through a boat or ferry during the trip, make arrangements to do so.

Have the children take photographs of the things they see during the trip. A camera that takes instant pictures is ideal for this purpose. The children should be able to take adequate pictures with only a minimum of training beforehand.

After the trip let the children discuss the answers they found to the questions they set. Let them talk about the interesting things they saw and learned during the trip. Some of the children may wish to do research to find out more about boats and harbor life.

If photos were taken during the trip, these should be looked at and discussed. A descriptive caption of several sentences should be made up cooperatively by the group, recorded, and attached to each picture. A display of the photos and captions should be organized by the children. Some children may wish to paint pictures or a mural or write stories or poems about their trip as well.

Visual Arts

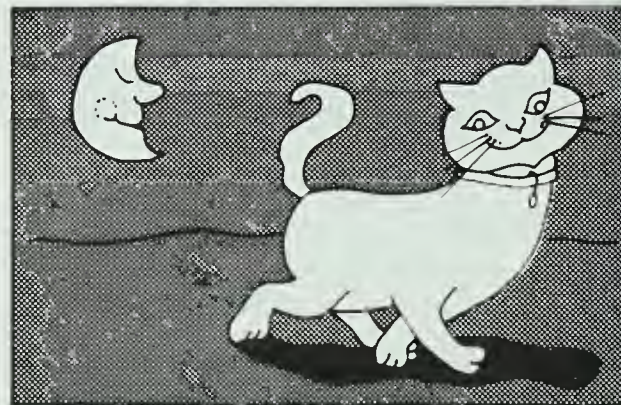
Making a Crayon Resist. Several of the scenes at the beginning of the story are set at night — Fish Head sitting on the dock at night howling while people throw things at him, Fish Head chasing Grandfather Rat around the Waterfront Market, Fish Head sleeping on the boat, awakening to look at the lights of Clambake Island in the distance, and climbing the mast. Have the children choose one of these scenes as the theme for a crayon picture.

It will help the children plan their pictures more effectively if you demonstrate quickly to give them an idea of the technique. You don't need to draw a picture — a few heavy patches and scribbles of crayon on a page, which are then painted over with black wash, is sufficient.

Tell the children to fill in the crayoned areas well and to keep the picture simple and brightly colored. Have the children paint a thin wash of black paint over their crayoned pictures to make them night scenes.



Crayon picture



Crayon picture with black wash

Environmental Studies:
Social Studies

Doing Map Work and Research. Have the children look at a map of Canada and decide where Clambake Island might be located. For example, they might put it near Newfoundland or Nova Scotia, or perhaps just off the coast of British Columbia. Then have the children find out what kinds of fish and seafood may have been brought into the Clambake Island of this particular location.

Music

Singing Sea Songs. Teach the children to sing some songs the sailors might have sung during the night at sea in the story. Sea songs can be found in many primary song books, such as "It's the B'y," "The Three Sailors," "The Little Sailor's Song."

Environmental Studies:
Science

Studying a Cat. Arrange to have a cat or kitten visit the classroom for several days. Before the cat arrives, have a discussion with the children about its care and handling. Make up a chart showing who will give the cat food and liquids during its visit. A list of do's and don'ts about how to handle the cat could also be formulated cooperatively.

While the cat is in the classroom, encourage the children to observe and discuss its habits, its actions, its character, and its likes and dislikes. If you wish you could post a list of questions on a chart to direct the children's observations.

- What are the cat's whiskers like?
- What does he use them for?
- What are a cat's ears like?
- How do his ear movements change his expression?
- What are his paws like?

Some of the children might enjoy sketching the cat while it eats, sleeps, or plays. Questions such as "Do cats make good pets? Why or why not? Are cats easy to take care of? Why? Do you think cats are interesting animals? Why?" could be discussed at the end of the visit.

Book Centre

Anderson, Mary. *T*C*Superstar*. Atheneum.

Freddie, the cat, longs to be an actor and his friend Emma, the pigeon, encourages him.

Bohdal, Susi. *Tom Cat*. Doubleday.

Tom is a special cat who can understand the language of all animals.

Haley, Gail E. *The Post Office Cat*. Scribners.

A cat is hired to keep a post office free from mice.

McMillan, Bruce. *Finest Kind O'Day: Lobstering in Maine*. Lippincott.

Two youngsters spend a day aboard a lobster boat in this photo story.

Film Center

How Many Cats Is a Cat? 9 mins. Marlin.

What Is a Cat? 14 mins. Marlin.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using antonyms

Observing special words

Recognizing and identifying consonant clusters with s

Recognizing and identifying the phoneme-grapheme correspondences /e/ea, /ē/ea

Recognizing and identifying the phoneme-grapheme correspondences /i/i, /ī/i-e, /ī/y

Recognizing and identifying the phoneme-grapheme correspondences /ī/i, /ī/igh

Recognizing and identifying the meaning and structure of compound words

Recognizing and identifying possessive forms with 's

*Recognizing and identifying possessive forms with s'

Dividing words with two different medial consonants

*Dividing words with medial digraphs; applying syllabication to decoding of words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-9 for each pupil

A card for 's and a card for ' for each pupil

Spelling notebooks

Sheets of paper lined for printing

Word Meaning

New Words: Clambake Island, butcher, potatoes, dirty wharf cat, forward, asleep, miserable, slippery, ladder, sailor, Carrots, aboard, chicken wing, stomach, hammer, apple, restless

Decodable Words: patched-up, market, twisted, pounce, rockier, bald-headed, seesaw, dare, breakfast, tasted, sprawled, steering wheel, stretched

Enrichment Words: raggedy, scraggledy, stolen, ding-blasted liver-loving thief, blunder
tion, against, loosened, ankle, ugly spitfire, doughnuts, low-living nasty-tempered beas
Hallowe'en, black-bearded, familiar, roll, swaggered

Give each pupil a set of cards numbered 1-9. Place the following words on the board:

1. Clambake Island
2. potatoes
3. slippery
4. ladder
5. sailor
6. Carrots
7. chicken wings
8. hammer
9. apple

If your group can supply a missing word without seeing the sentence, read the following
the pupils. If not, put the sentences on the board.

We had mashed _____ for dinner.
Please hold the _____ while I climb up.
Be careful on those icy steps. They're _____.
People with red hair are often called _____.
Will you _____ this nail into the wall?
Fish Head lived on _____.
An _____ a day keeps the doctor away.
I'd like to be a _____ and sail across the sea.
Which do you like best, chicken legs or _____?

Read each sentence, making a marked pause where the word has been left out. Ask the
pupils to find on the board the word that belongs in the sentence and hold up the card with the
number of that word on it. When a word has been selected, read the sentence again with the
word in it, as the pupils listen to be sure the word makes sense in the sentence.

(If you have put the sentences on the board, call upon pupils to read them.)

Put the following columns of words on the board:

1	2
_____ dirty	1. happy
_____ forward	2. clean
_____ asleep	3. peaceful
_____ aboard	4. awake
_____ miserable	5. backwards
_____ restless	6. ashore

Point to each word in column 1 in turn. Have the pupils find in column 2 a word that has the
opposite meaning. When the antonym has been selected, put its number on the line before
the word in column 1. Call upon pupils to use some of the matched antonyms in sentences to
show their opposite meaning.

Print on the board *butcher*, *wharf*, *stomach* and have them pronounced. Call to the pupils
attention the following points: *butcher* — the *u* standing for the vowel sound heard in *look* and
the *tch* cluster coming in the middle of the word instead of at the end; *wharf* — the *ar* standing
for the /ôr/ sound as in *for*; *stomach* — the *o* standing for the unglided /u/ sound as in *fun* and
the *ch* standing for the /k/ sound.

To reinforce the meaning and usage of these words, print the following sentences on the
board and have them read.

I got the meat at the new *butcher* store.
The boat was tied up at the *wharf*.
The cat ate till his *stomach* could hold no more.

Recognizing and
identifying new words,
using context clues

Recognizing and
identifying new words,
using antonyms

Observing special
words: *butcher*, *wharf*,
stomach

Phonemic Analysis

Place the following words on the chalkboard:

scarf	space	skating	slice	skunk
smart	snow	slippery	snug	swift
spoke	swim	stomach	scare	small
stump	sky	smooth	star	scold
swoop	spin	snail	sled	sleep

Point to each word in turn. Call upon a pupil to identify the initial consonant cluster by spelling it and then to pronounce the word.

Place *sea* and *head* on the board and have them pronounced. Recall with the pupils that *ea* sometimes stands for the vowel sound heard in *sea* and sometimes stands for the vowel sound heard in *head*.

Print the following words on the board:

reason	easy	meant	breathing
dream	dead	cream	feather
breath	ready	spread	steal
weave	least	meadow	thread

Point to each word in turn. Ask a pupil to pronounce the word and tell whether it belongs under *sea* or *head*, according to the vowel sound. Remind the pupils that when they come upon a new word in reading that contains *ea*, they should try both pronunciations to see which one produces a word that sounds familiar.

Place *bit*, *ride*, and *dry* on the board. Have the words pronounced and the vowel sounds identified. Elicit that the glided sound is used in *ride*, since *i* in a word that ends with *e* usually stands for the glided sound, and that the glided sound is used in *dry*, since *y* at the end of a word often stands for the glided */ī/* sound. Ask the pupils to suggest other words containing *i-e* and final *y*.

Now put *high* and *kind* on the board and have them pronounced. Ask pupils to identify the vowel sound heard in these words and the letter or letters that stand for the sound. Explain that *igh* in a word usually stands for the glided */ī/* sound. Print *fight* on the board and have the pupils mention as many words as they can recall that are formed on the *ight* base: *bright*, *fight*, *fright*, *knight*, *light*, *might*, *night*, *right*, *sight*, *slight*, *tight*.

Refer to the word *kind* and have the pupils tell as many words as they can recall that are formed on the *ind* base: *bind*, *blind*, *find*, *grind*, *hind*, *mind*, *rind*, *wind*. Explain that when *i* is followed by a consonant cluster, it very often represents the glided sound. This is true of all words ending in *ind*, with the exception of the noun *wind*. Give as examples of other final clusters following *i*, *child*, *mild*, *wild*, *climb*. Caution the pupils, however, that *i* followed by clusters other than *nd* may represent the unglided sound, as in *milk*, *swift*, and *fist*. Suggest that when in their reading they come upon a word containing *i* followed by a consonant cluster, they try both the glided and the unglided sound to see which produces a familiar word that fits the context.

Structural Analysis

Elicit from the pupils that a compound word is one made up of two or more smaller words to form a longer word. Print on the board the following compound words used in the story *Fish Head*.

Clambake	waterfront	airplane
moonlight	grandfather	backbone
anything	everywhere	sunbath
icebox	something	daylight

Call upon pupils to read each word and identify the two smaller words that have been put together to form it.

Read the following sentences, making a marked pause where the word has been left out each time. Have the pupils find on the board the compound word that belongs in the sentence.

When a word has been selected, read the sentence with the word in it, as the pupils listen. Make sure the selected word makes sense.

The rat was old enough to be a _____ but he could still run fast.
 Fish Head ate all of the fish but its _____.
 Fish Head lived on _____ Island.
 There was an _____ on the boat instead of a refrigerator.
 The cat chased the rat up and down the docks of the _____.
 The _____ made everything nearly as bright as day.
 Fish Head looked _____ he could think of for that rat.
 During the day the cat liked to find a sunny spot on deck and take
 _____.
 The cat didn't know _____ about boats.
 As soon as it was _____, Fish Head looked around to see where he was.
 An _____ zoomed across the sky.
 The cat was looking for _____ to eat.

Recognizing and
 identifying possessive
 forms with 's

Place on the chalkboard:

the cat	tail	the sailor	chair
the frog	legs	the boat	sails

Ask the pupils what must be added to show that the tail belongs to the cat, the legs belong to the frog, and so on.

Recognizing and
 identifying possessive
 forms with s'

Note that so far only singular possessives have been considered — the tail of *one* cat, the legs of *one* frog, and so on. Explain that there is a way to show that something belongs to more than one person, creature, or thing. Print on the board:

two cats' tails	all the sailors' chairs
three frogs' legs	ten boats' sails

Call attention to the s' each time. Help the pupils to realize that when more than one person, creature, or thing owns something, and the plural form ends in s, just the apostrophe is added.

Give each pupil a card with 's on it and a card with ' on it. Put the following on the board:

the _____ wail	siren	the _____ elevator	apartment
two _____ beds	dogs	the three _____ bikes	girls
those _____ potatoes	farmers	an _____ core	apple
the police _____ sirens	car	the _____ hats	boys

Point to each phrase. If 's should be added to the underlined word, have the pupils hold up the 's cards. If ' should be added to the plural word, have the pupils hold up the ' cards. When the cards have gone up, print the selected possessive ending at the end of the word and call upon a pupil to explain why that form should be used — 's to show singular possession and 's to complete the plural form of the word and show possession.

Syllabication

Dividing words
 between two different
 medial consonants

Recall with the pupils that words with two different consonants in the middle are divided into syllables between the consonants. Place the following words on the board and let children come up and draw a line to separate the syllables.

candies	turkey	number
engine	corner	rescue

Dividing words with
 medial digraphs;
 applying syllabication
 to decoding

Remind the pupils that some consonants standing together represent one sound. Tell them that this kind of combination of consonants is called a *consonant digraph*. Print on the board *hockey, feather, teacher, bushel, butcher*. Pronounce each word and have the pupils identify by spelling the consonant digraph in each word. As each digraph is identified, circle it. Now print *ladder, hammer, and butter*. Have the words pronounced as the pupils listen for the middle consonant sound. Ask what letter or letters stand for the sound. Explain that since identical letters coming together in this way stand for one sound only, double letters are considered digraphs too. Circle the double letters.

Refer to the circled digraphs again and explain that, because the digraphs in the words stand for one sound, the letters are not separated when the words are divided into syllables. Instead, the words are usually divided after the digraph and the stress usually falls on the first syllable. Draw a line under the first syllable of each word and have the words pronounced again.

Note. This method of dividing words, especially words with double medial consonants, is the linguistic approach, designed to facilitate the decoding of words. The dictionary method, designed for the breaking of words at the end of a line, will be presented later. However, if the pupils have already been taught the dictionary method, or if you prefer that method, it may be presented at this point.

Point out that knowing how to divide words with a consonant digraph in the middle can help in decoding a word in reading. If the word is in the pupil's listening vocabulary, it can also help the pupil recognize it as a word already known. Print *picket* on the board and ask a pupil to draw a line under the first syllable. Have the pupils consider this first syllable. They will find that when it is separated from the rest of the word, it turns out to be a word they know. Direct attention to the second syllable. Recall that a syllable immediately following a stressed syllable is usually pronounced very lightly. Consider the word as a whole again and have pupils pronounce it.

Follow the same procedure with the word *weather*. This time the first syllable is not a familiar word, so the pupils will have to try both the glided and unglided sounds *ea* stands for, to arrive at the word.

For additional practice, print the following words on the board and call upon pupils to tell where each one should be divided into syllables.

quarrel	kitchen	bother	carrots
chicken	ladder	supper	bishop

Spelling

Print *forward* on the board. Call attention to the *ar* in *ward*, standing for the /êr/ sound. Mention that there are a number of words that end in *ward* and that it is very helpful to remember how it is spelled. Have *forward* used in a sentence to demonstrate its meaning, then ask the pupils to enter the word in the list of useful words in their spelling notebooks.

Print *potatoes*, *stomach*, *apple* on the board and have them pronounced. Elicit the singular form *potato* and have the pupils note the glided /ō/ at the end of the root word and the fact that the plural is formed by adding *es*. Note again the *o* standing for the /u/ sound and the *ch* representing the /k/ sound in *stomach*. Call attention to the double *p* in *apple* and the *le* at the end. Then ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Have the words entered in the spelling notebooks.

Erase the words from the board, and have the children print the following words on worksheets as you dictate them in sentences similar to the following:

I like mashed potatoes and gravy. potatoes
 John's stomach aches when he is hungry. stomach
 Janey's father is making an apple pie. apple

If a child misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and reading runover sentences
 Recognizing similes; producing similes to complete sentences
 Recognizing onomatopoeia

Spelling useful word:
forward

Spelling words:
potatoes, stomach,
apple

Recognizing, identifying, and producing compound, compound-complex, and complex sentence patterns using the connectives *but* and *because*
 Recognizing, identifying, and using irregular past tenses *threw, knew, found, went, woke, took, and sang*
 Recognizing, identifying, and using adjectives
 Recognizing and identifying uses of capitalization
 Punctuating sentences: commas in a series
 Recognizing, identifying, and producing alphabetic sequence

Materials Needed

The readers
 Cards for the words required under "Sentence Building"
 Lined paper for each child in the group
 Dictionaries
 Chart paper

Sentence Awareness

Recognizing and reading runover sentences

Recall with the children that when they read something and come to the end of a line before a sentence is finished, they read the sentence as a whole, not making a full pause until they come to the end of the sentence.

Recognizing and identifying uses of capitalization

Have the pupils turn to page 22 in their readers and find the paragraph beginning with the words *Grandfather Rat*. Refer to the second sentence in the paragraph and ask a volunteer to read it aloud, as the others listen to be sure she or he does not pause at the end of the first, second, or third line.

Have the children turn to page 24 and read the last paragraph. Elicit that the paragraph begins on page 24 and ends on page 25, and have the children note the divided sentence. Ask the pupils how they think the sentence should be read. Have one or more volunteers read the sentence aloud, while the others listen to be sure the sentence is read as a whole and no pause is made after the word *Just*.

Recognizing similes

Have the pupils turn to page 28 in their readers and read the first paragraph.

"Something hit Fish Head on the back. What did it feel like? What did it look like?"

"What else might the flying fish have felt like when it hit Fish Head on the back? What else might the flying fish have looked like?"

"What did the fins of the flying fish look like? What else might the fins have looked like? Have several pupils suggest answers for these questions, using the word *like* when making their comparisons. Then have the children find other similes in the selection. (See pages 27 and 31.)

Noting onomatopoeia

Ask the children to turn to page 23 and read the first four lines.

"What words in the first line sound just like the sound that a moving boat might make? What other words or letters in these lines sound like the sound that a boat might make?"

"What other sounds might a boat make?"

"What else do you know that makes a *slap, slap* sound?"

"What else do you know that makes a *sh-sh-sh* sound?"

"What else makes a *putt-putt* sound?"

With the pupils, find and discuss other examples of onomatopoeia in the selection. (See pages 25, 26, and 28.) It is not necessary that the children be presented with or use the term *onomatopoeia*.

Sentence Building

Print the following pairs of sentences on the chalkboard and have the children read them.

He was still there when the funny chug-chugging started.

He was too tired to do anything.

He pushed his hind legs up high.

When he started to run, everything went wrong.

Producing compound-complex sentence patterns from simple and complex sentences using the connective *but*

Tell the pupils that they can join the first pair of sentences into one sentence with the word *but*. Print the word *but* between the two sentences and ask the children to read what is on the chalkboard as if they were reading one sentence. Elicit the sentence:

He was still there when the funny chug-chugging started, but he was too tired to do anything.

Print the sentence on the chalkboard as it is given by the pupils and have them note what changes in punctuation and capitalization occurred. Then have the pupils turn to page 23 to find and read the sentence they developed.

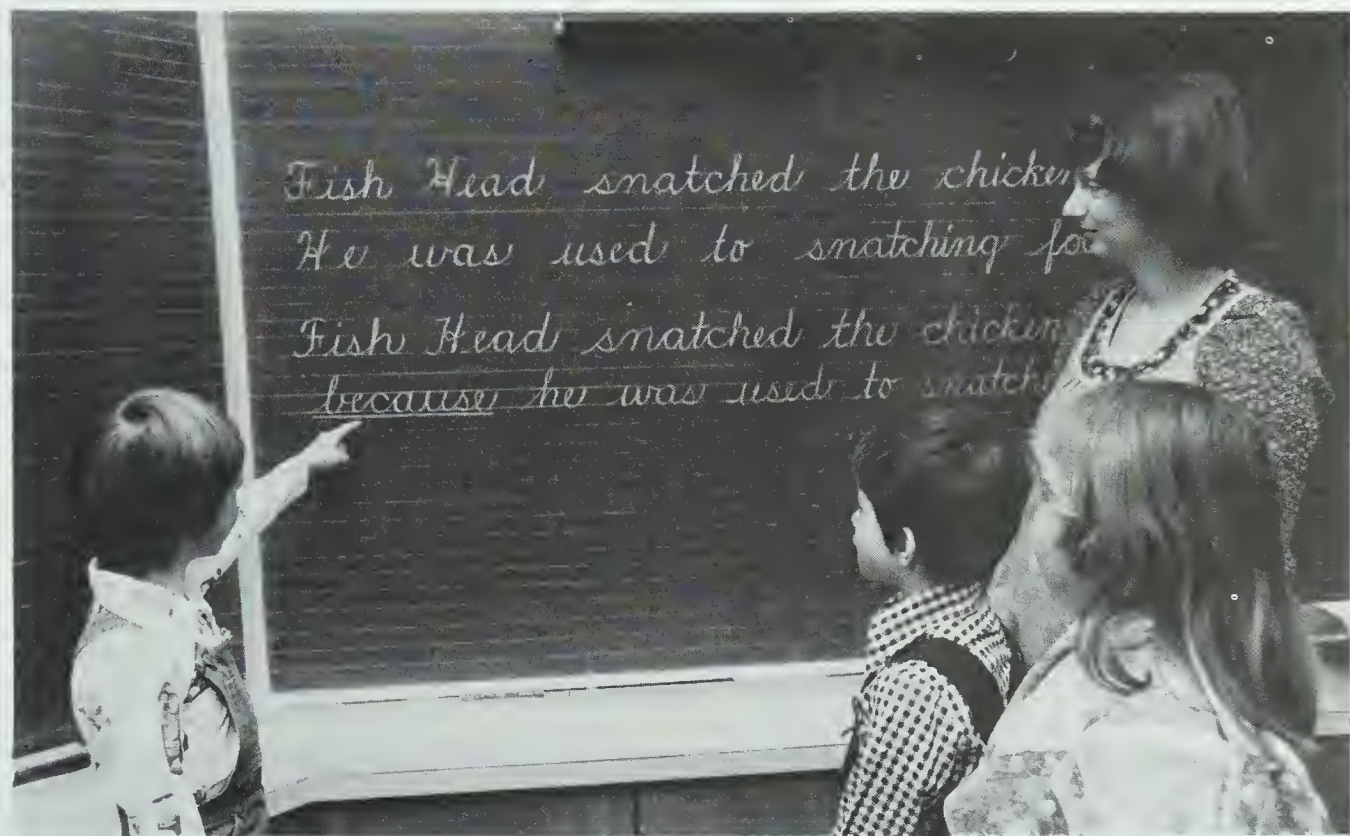
Continue in a similar manner with the second pair of sentences.

Print the following sentences on the chalkboard and have the children read them silently and aloud.

Fish Head snatched the chicken wing.
He was used to snatching food.

Explain to the children that they can make the two sentences sound better by joining them into one sentence with the word *because*. Print the word *because* between the two sentences, and ask the children to read what is on the chalkboard as if they were reading one sentence. Elicit the sentence:

Fish Head snatched the chicken wing because he was used to snatching food.



Print the sentence on the chalkboard as it is given by the pupils, and have the group note the changes in punctuation and capitalization. Then have the pupils turn to page 26 to find and read the sentence they developed.

Print the following sentences on the chalkboard. Have the pupils read each sentence and the words at the end. Direct the children to name the word that correctly completes the sentence. Then print the word in the blank space, or let a child do so, and have the entire sentence read again.

1. The butcher _____ potatoes at Fish Head. throw threw
2. Everyone on Clambake Island _____ Fish Head. knew
 know
3. Fish Head _____ himself on the deck to rest. threw throw

4. The cat _____ a big mouse. found find
5. The black cat _____ to the butcher's shop. go went
6. Fish Head _____ up a few hours later. wake woke
7. The cat _____ the meat. took take
8. The sailor _____ songs. sing sang
9. The butcher _____ who took his meat. know knew
10. Kegs _____ his rope. find found

Recognizing,
identifying, and using
adjectives

Print the following exercise on the chalkboard and have the children read the words silently.

- | | | |
|--------------------------|---------------|---------|
| 1. _____ cat | raggedy | smooth |
| 2. _____ rope | scraggledy | strong |
| 3. _____ sailor | stringy | buttery |
| 4. _____ potatoes | dirty | jumpy |
| 5. _____ fish | hot | funny |
| 6. _____, _____ cat | silver | nasty |
| 7. _____, _____ rope | thin | lumpy |
| 8. _____, _____ sailor | bald | sleepy |
| 9. _____, _____ potatoes | black-bearded | old |
| 10. _____, _____ fish | smelly | streaky |

Direct the children to select the required number of words from the list on the right to describe the words on the left. Point out to the pupils that they may choose from the list any words they wish to make interesting, descriptive phrases, for example, *raggedy cat*, *buttery potatoes*, or *dirty, stringy rope*.

The exercise may be done orally or the pupils may print the phrases on their lined paper. Then have the children choose two or more of their phrases and compose complete sentences. If the pupils print the phrases and sentences on their papers, have them take turns reading aloud what they write.

Producing similes to
complete sentences

Place the following sentences on the chalkboard and read them with the children. Have the pupils take turns composing similes to complete the sentences. Encourage them to suggest a variety of similes for each sentence.

1. The boat was bobbing on the water like _____
2. Fish Head carried his tail like _____
3. The swimming bird looked like _____
4. The fish felt like _____
5. The snake felt like _____
6. The dog carried the newspaper like _____

Recognizing and
identifying uses of
capitalization

With the group, review the uses of capitalization by making a cooperative chalkboard or newsprint chart. The finished chart may be somewhat as follows:

Capital Letters

- Names of people
- Names of places
- Names of pets and other animals
- Names of days of the week
- Names of months
- Names of special days — Hallowe'en
- Names of streets
- At the beginning of a sentence
- At the beginning of a speaker's words
- For important words in a title
- For special words — I, TV, English, French

When the chart has been made, read it with the pupils one or more times. Then have the children look through reference books or read charts and other printed material posted in the room to find examples of capitalized words. Keep the list on the chalkboard or display the chart so that the children can refer to it during their writing activities.

Punctuation

Print the following sentence on the chalkboard and have the children read it silently and aloud.

On the boat there were ropes, cats, mice, and tall sailors.

With the children, note the position of the commas and period. Encourage the pupils to explain in their own words the reasons for the use of each kind of punctuation mark in the sentence.

Place the following sentences on the chalkboard. Have individual pupils read each sentence aloud as the others follow along silently. Ask the children where they think the commas should be placed, and establish the correct punctuation cooperatively.

Have volunteers take turns printing the commas and the period in each sentence, and then reading the completed sentence aloud.

1. Jan likes carrots beets beans peas and pumpkin
2. Jan Curt Nick Maria and Jodi came to the party.
3. We saw monkeys kangaroos elephants giraffes and bears at the zoo.
4. There were clowns magicians tumblers and animals on the TV show.
5. Dad knows how to make pies cakes cookies candy and milk shakes.
6. We'll need milk sugar salt butter eggs and walnuts to make these cookies.

Dictionary Skills

Do the following exercise orally. Have the pupils answer several questions such as the following:

"Does the word *slippery* come before or after the word *ladder* according to alphabetical order?"

"Does the word *balcony* come before or after the word *quarrel* according to alphabetical order?"

"Does the word *valuable* come before or after the word *siren*?"

Provide each member of the group with a beginning dictionary (or let the pupils work in pairs). Have the children answer the following questions orally, and then direct them to find the words in their dictionaries. Print the words on the chalkboard, if necessary.

"Will you find the word *balcony* near the beginning or the end of the dictionary?"

"Will you find the word *valuable* near the beginning or the end of the dictionary?"

"Will you find the word *aboard* near the beginning or the end of the dictionary?"

"Will you find the word *chicken* near the beginning or the end of the dictionary?"

"In what part of the dictionary will you find the word *zoo*?"

WRITING

Objectives

Learning to write the letter *a*

Using adjectives: writing descriptions and making up names for Grandfather Rat and other animals

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebook for each child in the group

The readers

Lined paper and/or notebook for personal writing for each child

Personal Journals

Handwriting

*Printing exercises and
other material*

*Learning to write the
letter a*

It is suggested that the teaching of cursive handwriting be kept separate from other language activities and other subject areas until the pupils have learned to write all of the lower-case letters. Exercises and other material in the various subject areas should be printed by both the teacher and the pupils throughout the three sections of the Level Six program.

For the second writing lesson, teach the pupils how to write the lower-case form of the letter *a*.

1. At the chalkboard, demonstrate the writing of the letter two or three times.
2. Stand with your back to the pupils and trace the letter in the air, describing the direction of each movement and the retracing. Have the pupils "draw" the letter in the air with you. The children may then make the letter in the air again as you make it on the chalkboard several times. Describe each movement as you make it.



3. The pupils may then trace the letter on their desks with their fingers; trace it in sand or write the letter with crayons and finger paints, as suggested in the previous lesson.

4. Let some pupils practice the letter at the lined chalkboard and then have all the pupils practice the letter several times on their papers. Examine the pupils' work carefully. If necessary, have the children check the models again and do more practice in the air, on the desks, and on their papers.

5. When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations. Use the procedure suggested above for the demonstration and practice of the single letter *a*. Pay particular attention to the formation of the joining strokes and give the pupils whatever guidance is necessary to form the combinations correctly.



Directed Writing

*Using adjectives:
writing descriptions
and making up names*

Have the children recall the description of Fish Head given at the beginning of the story. "What kind of cat was Fish Head? What kind of tail did he have?"

"What did the butcher call Fish Head? What did the people behind the waterfront window call him?"

On the chalkboard, print the nicknames and words used to describe Fish Head in the story (or refer to the chart made in the activity suggested under "Developing Pupil Response" in the Comprehension strand).

a raggedy-scraggledy, patched-up, scratched-up cat
chewed-up tail
Ding-Blasted Liver-Loving Thief
Dirty Wharf Cat

With the pupils, make up similar descriptions and nicknames for Grandfather Rat. Help the children think of words to describe him by asking questions such as "How does Grandfather Rat move and run? What does he look like? How big is he? How does he act?"

Print some of the descriptions and names on the chalkboard. Have the pupils print additional ideas of their own on their papers or in their notebooks. The pupils might suggest names and descriptions such as

Grandfather Rat was a beady-eyed, sharp-toothed rat.
Grandfather Rat was a fat, gray, scarred-up, string-tailed rat.
Grandfather Rat was a quick, scurrying, gnawing rat.
Gray Old Deck Rat
Frightful, Garbage-Eating Rat

The children might also enjoy making up descriptions and names for a waterfront dog, a sea gull, and a pelican.

Creative Writing

Personal Writing

For this lesson, have the pupils write a story about one of the waterfront animals described under "Directed Writing." Suggest that the children refer to the descriptions, nicknames, and verbs listed on the chalkboard and on their papers, and use them in their stories.

Some of the children may wish to write about other adventures that Fish Head might have aboard the boat or on Clambake Island. The following titles may be used as story starters:

Fish Head and the Pirates
The Big Storm
The Angry Butcher
New Cat On the Waterfront
Grandfather Rat Comes Back

Encourage the children to illustrate their stories and share them with the other members of the group.

The children might also enjoy composing comic-strip stories about Fish Head and the other animals.

Personal Journal

Have the pupils continue making Personal Journal entries, as begun in Level 3 and continued in Levels 4 and 5. Provide the pupils with notebooks or booklets for this purpose. In the Journal the children may make personal jottings, compose stories, or make pictures about events and experiences that are important to them.

Unlike the procedure pertaining to Personal Writing compositions, entries in the Personal Journal are not to be marked or edited in any way. Also, the children may or may not choose to share the contents with others. Entries may be made first thing in the morning or afternoon, or at any other time that is convenient.

It is important to inform the parents of the purpose of the Personal Journal. That is, it provides the children with an opportunity to express themselves freely in their own way. Parents should also understand that in the journal there will probably be errors in spelling, punctuation, and sentence structure. However, through your marking and editing of Personal Writing compositions and other written work, the children will be guided in the development of language skills.

After the completion of the Personal Writing activities suggested above, provide further writing time for those children who wish to make entries in their Personal Journals.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying compound words
Recognizing and identifying spelling words

Compound Fish

Decoding Skills:
Structural Analysis

Objective

Recognizing and identifying compound words

Number of Players

Three to Six

Materials Needed

Cards with words such as: *bed, time, snow, ball, base, ball, mail, box, bath, tub, soap, sugar, pass, port, sea, shore, out, side, in, side*

Procedure

The dealer shuffles the cards and deals seven cards to each player. The rest of the cards are placed face down in the center. The top card is turned face up beside the deck; this card now the discard pile.

The first player chooses the top card from either the deck in the center or the discard pile. If the player can make a compound word with any two cards, he or she does so, lays down the compound word, and discards one card into the discard pile. If a player cannot make a compound word, he or she still discards one card into the discard pile. The player with the most compound words at the end of the game is the winner.

Set Sail

Decoding Skills:
Spelling

Objective

Recognizing and identifying spelling words

Number of Players

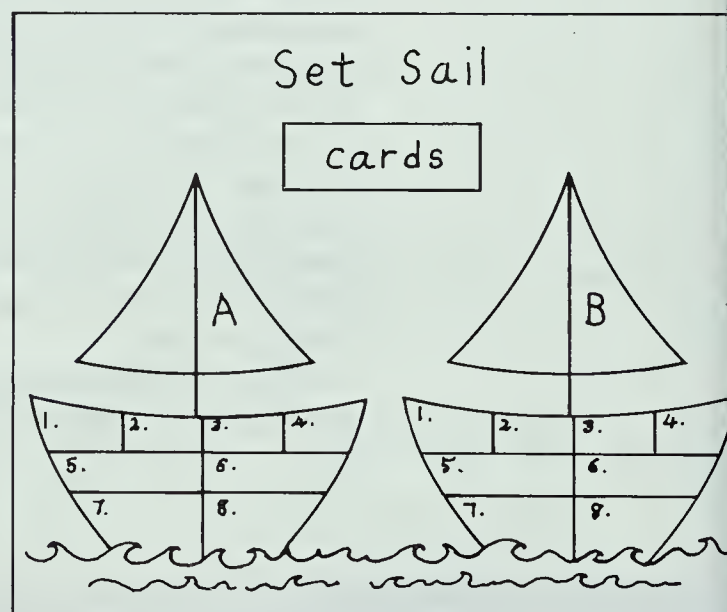
Two

Materials Needed

One "Set Sail" board (laminated)
Cards with words such as: *although, below, done, forward, building, secret, decided, potatoes, apple, stomach, because, every, voice, quietly, finally, tonight*

Procedure

Player A takes a card from the pile and reads the word. Player B then spells the word. If the word is spelled correctly, Player B is allowed to place the card on the hull of his ship. The object of the game is to set sail by completing the ship.



Objectives

Recalling previous story
 Listening to poem for enjoyment
 Recalling details
 Inferring feelings
 Relating experience of poet to own life
 Evaluating illustration
 Discussing and valuing cats' names
 Reading orally
 Writing and illustrating poems about cats

Responding to Poetry

Have the children recall the previous story in the reader. "What was Fish Head, the cat, like? Do you have a cat or does someone you know have a cat? What words would you use to describe this cat? What do you think a cat named Mrs. Lick-a-Chin might be like? Listen while I read a poem about her."

Read the poem while the children listen with their books closed. "What did you find out about Mrs. Lick-a-Chin in the poem? What habit does Mrs. Lick-a-Chin have?"

"Listen while I read the poem again to find out how the poet feels about his cat." When you finish reading, ask, "How does the poet feel about Mrs. Lick-a-Chin? Why do you think as you do? What word does he use to describe her? Do you agree that Mrs. Lick-a-Chin is silly? Does your cat or dog ever act like Mrs. Lick-a-Chin? How do you feel when it does?"

Have the children close their eyes and try to form a picture in their minds of what they think Mrs. Lick-a-Chin looks like. Then have them turn to page 32 and look at the illustration. "Does this cat look the way you imagine a cat named Mrs. Lick-a-Chin might look? Why or why not?"

"How do you think Mrs. Lick-a-Chin got her name? What names do the cats you know have? Do you know how they got their names? What name would you give a cat that liked to play hide and seek, with long fluffy white fur, that would only eat fish, with one yellow eye and one blue eye, with extra long whiskers, or that liked to scratch furniture? What is your favorite cat name? Why? Why are cat names different from dog names?"

Have the children follow along in the text as you read the poem again.

"What does the poet imagine his cat is saying to him? What word does he use to describe the sound his cat makes? Do you think *sing* is a good word to describe the noise a cat makes? What other words would you use to describe a cat's sounds? Make the noise you think Mrs. Lick-a-Chin made when she said 'Please let me in!' Make sounds you think she made when she was feeling friendly or hurt or angry."

Let several volunteers read the poem orally for the group. Encourage the children to interpret the poem expressively.

Have the children write and illustrate cat poems of their own. The children could set up a "cat bulletin board" with pictures, photos, and poems of cats.

COMPREHENSION

Using the table of contents
Observing picture details
Drawing inferences; inferring feelings
Speculating; formulating questions
Recalling details; verifying answers
Predicting
Identifying the problem
Reading interpretively
Valuing
Expressing opinions
Recognizing, identifying, and producing sequence
Recognizing cause-and-effect relationships
Recognizing the main idea

INTEGRATIVE OPTIONS

Drama — preparing and presenting a play
Books — reading independently

DECODING SKILLS

Recognizing and identifying new words
Observing special words
Recognizing and identifying consonant clusters with *r*
Recognizing and identifying phoneme-grapheme correspondence /n/**kn**
Recognizing and identifying final vowels representing glided sounds
Recognizing and identifying prefixes *a*, *be*, *de*, *ex*; suffixes *er* (agent), *er* (comparison), *est*, *ly*, *y*, *ful*, *less*
*Recognizing and identifying prefix *re*
*Recognizing and identifying words, using graphemic base *edge*
Dividing words with medial consonant digraphs
Spelling words using graphemic bases
Observing the spelling of useful words; of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying tag phrases and direct speech; noting punctuation
Recognizing and identifying use of commas in series, the dash, and series of periods
Recognizing and identifying sequence words
Recognizing and identifying nouns and verbs; subjects and predicates
Recognizing, identifying, and producing compound, complex, compound-complex sentences using *while*, *although*, *when*, *after*, *but*
Recognizing, identifying, and using *is*, *are*
Recognizing and identifying use of periods, question marks, commas before or after "said" phrase, and quotation marks; punctuating paragraph and sentences
Recognizing, identifying, and producing alphabetic sequences

WRITING

Learning to write the letter *d*
Developing adventure story cooperatively
Making up potion recipes
Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters*/Self-Help Activities

ALTERNATIVE STRATEGIES

Recognizing and identifying words with initial consonant clusters with *r*
Recognizing and identifying words with prefixes *a*, *be*, *de*, *ex*, *re*
Recognizing syllables in words with different medial consonants

Literary Appreciation**

Relating picture and story
Drawing inferences about story situations; about story character's feelings
Reading interpretively
Valuing the story
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondence /n/**kn**

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

Objectives

- Using the table of contents
- Observing picture details
- Drawing inferences; inferring feelings
- Speculating; formulating questions
- Recalling details; verifying answers -
- Predicting
- Identifying the problem
- Reading interpretively
- Valuing; expressing opinions
- Recognizing, identifying, and producing sequence
- Recognizing cause-and-effect relationships —
- Recognizing the main idea —

Developing Pupil Inquiry

Have the children turn to the table of contents and find the title of the next selection. Ask if anyone in the group can read the title. If not, read it for the group. Have the children practice saying the name *Olaf* (ō' läf) several times until they are familiar with it.

Ask the children on what page the story begins. Have them turn to page 33 and look at the illustration. You could ask questions such as, "What creature do you see lying across the top of the page? How would you describe the expression that the dragon has on his face? What do you think the dragon is like? What is happening to the houses along the right side of the page? How do you think the houses started on fire?"

"Have you ever read or heard any stories about dragons? What were these dragons like? What happened to them? What do you think might happen to the dragon in this story?" Let the children speculate on what the story will be about.

"Do you have any questions you would like to ask about the story?" Record the children's questions in a question box. They may pose questions somewhat like the following:

- What does a dragon have to do with the story of Olaf?
- Will someone fight and kill the dragon?

Developing Pupil Response

Have the pupils read page 33 silently. When they finish reading, have them discuss what they learned from the first page of the story. "Who are the three main characters in the story? What can you tell about each one? What is the problem in the story? What are the two knights going to do about the problem?"

Refer the children to the question box. Have them answer and verify any questions that they can up to this point in the story.

"How do you think Sir Egbert and Sir Charles will plan to kill the dragon? Will they succeed? Will Olaf help them? What do you think will happen next in the story?"

Have the children look at the illustrations on pages 34 to 36 and discuss them briefly. "Who are Sir Charles and Sir Egbert visiting on page 34? Why do you think they went to see the wizard? What do you see on page 35? What is happening on page 36?"

Ask the children if they have any questions they would like to add to the question box. They may suggest such questions as, "How did Sir Egbert and Sir Charles kill the dragon? Did the wizard help them? Did Olaf help them?"

Have the children read silently to the end of page 36. Then refer them to the question box and have them answer and verify any pertinent questions.

"What problem does Olaf have at the end of page 36? How do you think he will solve this problem?"

Reading
Recalling details;
verifying answers

Reading

Reading interpretively

Valuing story
Valuing title

Expressing opinions;
valuing

Recalling details;
drawing inferences

Drawing inferences

Inferring feelings
Expressing opinions

Recognizing,
identifying, and
producing sequence

Recognizing
cause-and-effect
relationships

"Read to the end of the story to see if your ideas were correct." Have the children read silently to the end of the story. Then ask, "How *did* Olaf solve the problem?" If any questions remain in the question box, have the pupils answer and verify them.

Have the children read the selection again silently to prepare for oral reading. As they read silently, ask them to think about what the different characters are like, how they feel during various episodes in the story, and how they would say what they do.

Then let the pupils read the story orally, taking the roles of the narrator and the characters. Give everyone in the group a chance to read both narration and dialogue. Have the children discuss and evaluate the interpretations and expressions the readers give the speeches.

Synthesizing

1. "Did you enjoy this story? Why or why not?"
2. "Why do you think the authors gave this story the title 'The Story of Olaf'?"
3. "Are the two knights brave? Who shows real bravery in this story? Give reasons for your answer."
4. "What did Erfurt think of Sir Charles' and Sir Egbert's plan to kill the dragon? Why do you think he gave them the magic potion anyway?"
5. "What do you think Erfurt whispered in Olaf's ear as he was leaving? Why do you think Erfurt told this to Olaf?"
6. "How do you think Sir Charles and Sir Egbert felt about being saved by Olaf? Do you think that they learned their lesson? Why or why not?"

Developing Comprehension, Research, and Listening Skills

Literal Comprehension. Write the following sentences on the chalkboard. Ask the pupils to read them to decide which event happened first, which happened second, and so on. Have different children come to the chalkboard to write the numbers beside the sentences to indicate their order. Then call upon a volunteer to read all the sentences orally in their correct order.

6 Olaf measured out a few magic drops from the bottle and sprinkled them on each of the dragons.

4 "Change us into dragons," ordered the knights.

5 After a dreadful battle, the dragon fell down — quite dead! But now there were two dragons instead of one.

1 In the middle of a dark forest lived a dragon who tramped on the flowers and frightened the children.

3 "I know how to do it," Sir Charles said. "But first we must see old Erfurt, the wizard."

7 When the king heard of Olaf's part in ending the terror, he ordered a great celebration so that Olaf could be rewarded for his great deed.

2 One day Sir Charles said to Sir Egbert, "We, as brave knights, must kill the dragon!"

Literal Comprehension. Print the exercise below on the chalkboard. Have the children read each sentence and decide which of the three endings is correct. Let a child underline the correct ending and read the complete sentence.

1. Sir Charles and Sir Egbert had to try to kill the dragon because
they lived in an old castle.
they were the only knights in the whole countryside.
Olaf was braver than they were.

2. Sir Charles and Sir Egbert went to see Erfurt because
he was a booby.
he knew where the dragon lived.
he could give them a magic potion.

3. After Sir Charles and Sir Egbert killed the dragon, things were worse than ever because
now there were two dragons instead of two knights.
the magic potion did not work.
Olaf wanted to be a dragon too.

4. Olaf sprinkled a few drops of magic potion on the two dragons because
he wanted to turn them back into Sir Charles and Sir Egbert.
he wanted to kill them.
he was afraid to fight with them.

Recognizing the main
idea

Literal Comprehension. Print the following sentences on the chalkboard or duplicate them on individual sheets for the children. Have the children look at the pictures in the text, read the three sentences given for each page, and decide which sentence tells the main idea of the picture. Have the children underline the sentence they choose.

page 33: The dragon looks very mean.

The terrible dragon has set the houses on fire.

There is a tree in the village.

page 35: The terrible dragon has been killed.

The dragon is lying dead near the castle.

The dragon has a yellow stomach.

page 37: Sir Charles and Sir Egbert are carrying Olaf out of the forest back to the castle.

Olaf is sleeping.

Sir Charles, Sir Egbert, and Olaf are in the woods.

page 38: The bird is flying away from Olaf's flag.

Sir Charles and Sir Egbert are riding their horses.

The three knights, Sir Charles, Sir Egbert, and Sir Olaf, are very happy again.

INTEGRATIVE OPTIONS

Drama

Preparing and Presenting a Play. Read and discuss with the children the suggestions given on pages 39 to 41 for dramatizing the story. Let the children decide how far they want to take the dramatization. Do they simply want to mime the story or do they want to make a full presentation, with costumes and props? Do they want to do something in between?

Give the children any help they need in planning and organizing the play, but do encourage them to work as independently of you as possible.

The children may wish to make spears, shields, swords, helmets, or a wizard hat for the play. Costumes could also be made out of boxes and brown paper. (A permanent box should be set up in the classroom for items which the children can use in their dramatizations to suggest character, such as crowns, hats, shawls, mustaches, beards, kerchiefs, capes, old shoes, jewelry, glasses, ties, wigs, and so on.)

At various stages, help the children to evaluate their progress and performance, find praiseworthy aspects, find spots requiring improvement, and offer positive and constructive criticism.

When the play is finally ready for presentation, invite the rest of the class, another class, or the parents to see it. In the latter two cases, invitations should be composed and printed by the children.

After the presentation, have a discussion with the children to give them an opportunity for evaluation.

1. How well did you work together to organize the project? Were jobs distributed effectively? Were there enough leaders or too many? Did everyone do their share? Did they cooperate? How could they improve their organization next time they put on a play?

2. How well was the play itself structured? Was the action easy to understand? Was any part of the story left out? Were the scenes and characters added effective? Could further props and costumes have added to the production? How could they improve the next time they translate a story into a play?

3. How well did the actors perform? Were the characters believable? If not, why? Should they have said more or less than they did?

Book Center

Kimmel, Mary Margaret. *Magic in the Mist*. Atheneum.

A boy who wants to be a wizard and his pet toad find an infant dragon and take it home.

Schick, Eleanor. *Neighborhood Knight*. Greenwillow, William Morrow.

A boy pretends he is a knight, as fantasy and reality interweave.

Wilson, Gahan. *Harry and the Sea Serpent*. Scribners.

The hero finds and captures a sea serpent.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using definition clues

Observing special words

Recognizing and identifying consonant clusters with *r*

Recognizing and identifying the phoneme-grapheme correspondence /n/ **kn**

Recognizing and identifying final vowels representing glided sounds

Recognizing and identifying prefixes *a*, *be*, *de*, *ex*

*Recognizing and identifying prefix *re*

Recognizing and identifying suffixes *er* (agent), *er* (comparison), *est*, *ly*, *y*, *ful*, *less*

*Recognizing and identifying words, using graphemic base *edge*

Dividing words with medial consonant digraphs

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases
spell words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-9 for each pupil

Duplicated worksheets for the exercise on suffixes
(optional)

Lined sheets of paper for spelling exercises and dictation

Spelling notebooks

Word Meaning

New Words: Olaf, Sir Charles, Sir Egbert, middle, terror, countryside, battle, Erfurt, wizard, potion, bottle, measured, edge

Decodable Words: except, tramped, dreadful

Enrichment Words: page boy, sprinkled, celebration

Give each pupil a set of cards numbered 1-9. List on the chalkboard:

1. Sir Charles and Sir Egbert
2. middle
3. terror
4. Olaf
5. countryside
6. Erfurt
7. battle
8. wizard
9. bottle

Recognizing and
identifying new words,
using definition clues

Read the following definitions. Have the pupils find in the list on the board the word being defined each time and hold up the card with the number of the word on it.

This means the same as *center*.

This is all the surrounding land outside a city or town.

This means very great fear.

These are two knights.

This means the same as *fright*.

He is the knights' page boy.

This is a very clever man with magic powers.

This is the name of the wizard.

This is a container for holding liquids. It is usually made of glass and it doesn't have handles.

Observing special words: potion, edge

Place the following words on the chalkboard:

potion
edge

Have each word pronounced and call attention to the following points: *potion* — the *tion* standing for the *shun* sound; *edge* — the *dge* standing for the /j/ sound.

Further the pupils' understanding of these words by writing the following sentences on the board and having them read.

The wizard gave the knights a magic *potion* to drink.

There were flowers around the *edge* of the pool.

Phonemic Analysis

Print on the board as headings:

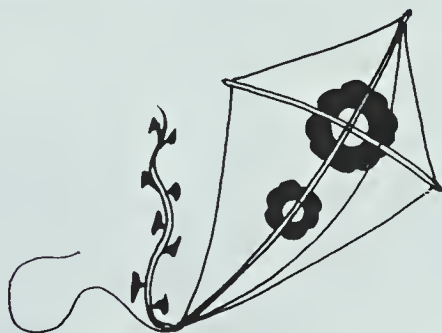
br cr dr fr gr pr tr Others

Read the following words. If a word begins with *br*, *cr*, *dr*, *fr*, *gr*, *pr*, or *tr*, the pupils are to hold up their right hands. When the hands go up, ask a pupil to identify the cluster by spelling, then print the word under the appropriate heading. When the hands do not go up, say the word again and print it under the *Others* heading.

brave	grand	frightened	grass	proud
dragon	tried	creature	dark	front
terror	porch	tramped	bright	drink
crept	bird	corral	porch	guard

When the words have all been listed, have the pupils read each column to be sure all the words belong under the heading at the top.

Sketch the following pictures on the chalkboard:



Print the following words on the board:

needle	neighbor	knit	kettle
knelt	kitchen	number	kneel
keep	knock	kick	near
noise	nothing	know	king

Explain to the pupils that some of the words begin with *k* and with the sound *k* stands for, as

Recognizing and identifying consonant clusters with r

Recognizing and identifying correspondence /n/kn

Recognizing and
identifying final vowels
representing glided
sounds

in *kite*. Some begin with *n* and the sound *n* stands for, as in *nest*. And some begin with *kn* and the sound *n* stands for, as in *knight*. Point to each word in turn and have pupils tell whether it should go under *kite*, *nest*, or *knight*. When the decision has been made, have the word pronounced and enter it under the appropriate picture. After all the words have been considered, have the pupils read the words under each picture to be sure all the words have been entered in the correct place.

Put the following words on the board:

so	hero	potato	no
we	hydro	hello	ago
dry	maybe	funny	she

Ask the pupils to tell what is alike in all the words. Help them to see that they all end in a vowel and the vowel letter stands for the glided sound each time.

Now, read the following sentences, making a marked pause where the word has been left out each time. Have the pupils find in the words on the board the word that belongs in each sentence. Read the sentence again with the selected word in it, to make sure that it makes sense.

Mother made _____ salad for the picnic.
That was a long time _____.
When I answer the phone, I say _____.
Tina knew _____ would have fun at the party.
Joe wanted a cookie but Mom said _____.
Watch out for the paint! It's not _____ yet.
We laughed at the clown's _____ tricks.

Structural Analysis

Recognizing and
identifying prefixes *a*,
be, *de*, and *ex*

Put the word *prefix* on the board. Elicit from the pupils what a prefix is and where it comes from a word. Recall that a word with a prefix can be more easily decoded if the prefix is separated from the root word, the two parts are considered, and then the parts are put back together again.

Print the following words on the board:

asleep	delay	excuse	awake
behind	below	explore	detour



Point to each word in turn and have the prefix identified by spelling. As each prefix is identified, circle it. The words *delay*, *explore*, and *detour* have not been presented as core vocabulary. Ask pupils to explain how they would go about decoding these words. Give as much help as necessary.

Place the prefix *re* on the board. Explain that this prefix can be helpful not only in decoding a word but also in giving a clue to the meaning of a word. The prefix can have the meaning of *again* or *back*. Demonstrate by putting the word *play* on the board. Add the prefix *re* to the beginning and point out that when it is added to the root word *play*, the meaning becomes "play again," as in the sentence, "Please replay that record."

Print *pay* on the board and add *re* to the beginning. Point out that the meaning becomes "pay back," as in "I can never repay you for your kindness."

Place these words on the board:

place	read	decorate	heated	visit	tell
write	fill	paper	build	sell	named

Point to each word in turn. Call on a pupil to read the word, then add *re* to the beginning of the word and have the pupil pronounce the prefixed form.

When *re* has been added to all the words, place the following sentences on the board:

Dad is going to _____ the hall.
 They are going to _____ the house that burned down.
 I _____ my boat "Goldfish."
 Mom _____ the meat balls for supper.
 Grandma wants to _____ her old home.
 Will you please _____ that story?

Have each sentence read. Ask the pupils to find on the board a word that will fill the blank. When a word has been selected, print it in the sentence and have the sentence read again. Call on a pupil to explain the meaning the selected word has in the sentence. (More than one word will complete some of the sentences correctly; accept any word that fits.)

Place these words on the board:

worker	kindest	dirty	restless
darker	nervously	hopeful	

Have each word pronounced and the suffix identified by spelling. Circle the suffix each time. Now print *brave*, *fat*, and *happy* on the board.

Ask what must be done to add *er* to *brave*. Elicit that the final *e* in *brave* is dropped when *er* is added. Have the pupils recall that this also happens if *est* is added.

Elicit also that when *er*, *est*, or *y* is added to *fat*, the final consonant is doubled, and when *ly* is added to *happy* the *y* is changed to *i*.

Recall the generalizations that:

- when a suffix beginning with *e* is added to a word ending in *e*, the final *e* of the word is dropped;
- when *er*, *est*, or *y* is added to a short word ending in one consonant, the final consonant is doubled;
- when a suffix is added to a word ending in *y*, the *y* is changed to *i*.

Duplicate the following exercise and distribute copies to the pupils. Instruct the pupils to read each sentence and the word after it. They are then to add a suffix to the word to make it fit the sentence and print the suffixed form on the line in the sentence.

- The castle was big enough. They didn't need a _____ one. big
- The knights were _____ and bold. fear
- Every _____ was frightened of the dragon. farm
- The wizard could _____ turn knights into dragons. easy
- The wizard gave them a _____ potion. power
- Olaf thought of the _____ thing he must do. dread
- At first Olaf felt _____ and afraid. help
- He crept _____ to the dragons. close

Recognizing and identifying words, using graphemic base edge

If preferred, the sentences may be placed on the board and the suffixed form of each given by spelling.

Recall that we can often make new words by changing the first letter of a known word, adding different letters to the beginning of a known word. Print the following column on board:

edge
dredge
hedge
ledge
pledge
sledge
wedge

Have the part that is the same in all the words underlined. Call upon pupils to read words and have some of the words used in sentences.

Reading in context words formed on graphemic bases

Place the following key words on the board and have them pronounced: *tip, edge, each, feel, back, joke, ground, kite, dream, felt, eat.*

Put these sentences on the board:

Sam helped Dad clip the hedge.
Can you lift that heavy sledge hammer?
Maria can't reach that high ledge.
The heel of her shoe was wedged in a crack.
The dragon breathed fire and smoke.
Will that hound bite?
The ice cream will melt in this heat.

Point to the sentences in random order and call upon pupils to read them. Be sure each pupil has a turn. If a child stumbles over a word, refer her or him to the key word involved.

Syllabication

Dividing words with medial digraphs

Put *pocket* and *happen* on the board. Have the medial digraph in each one identified. Recall with the pupils that words with a consonant digraph in the middle are usually divided into syllables after the digraph, and that the stress is usually on the first syllable. Review knowing where to divide a word into syllables helps in decoding words.

For additional practice, have the pupils indicate where the following words should be divided:

bottom	terror	sudden	pitcher	swallow	cottage
either	other	cricket	dinner	washer	hatch

Spelling

Spelling words formed on graphemic base edge

Put *edge* on the board. Have it pronounced and discuss the spelling, noting the *edge* standing for the /j/ sound.

Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to these:

Dad planted a hedge around the garden.	hedge
Hide the key on the ledge above the door.	ledge
Something caught in the drawer and wedged it shut.	wedged
The castle stood at the edge of the forest.	edge

Ask the pupils to write *edge* on their worksheets and then write the following words as they indicate the initial consonant or consonant cluster each time.

edge → dredge → pledge → wedge → sledge

Spelling useful word: middle

Put *middle* on the board and have it pronounced. Call attention to the double *d* and to the ending. Call upon a pupil to use the word in a sentence, then ask the pupils to enter the word in the list of useful words in their spelling notebooks.

Spelling words:
measured, bottle

Place *measured* and *bottle* on the board and have them pronounced. Discuss the spelling of each word, pointing out the *ea* standing for the unglided /e/ sound and the *sure* standing for a *zher* sound of *measured*, and the double *t* and the *le* ending of *bottle*. Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have them enter the words in their spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as:

We measured the dragon's tail. measured
Let's buy a big bottle of pop. bottle

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying tag phrases and direct speech; noting punctuation
Recognizing and identifying use of commas in series, the dash, and series of periods
Recognizing and identifying words denoting sequence of events
Recognizing and identifying nouns and verbs; subjects and predicates
Recognizing, identifying, and producing compound, complex, and compound-complex sentence patterns using the connectives *while*, *although*, *when*, *after*, and *but*
Recognizing, identifying, and using present tenses *is* and *are*
Recognizing and identifying use of periods, question marks, commas before or after "said" phrase, and quotation marks; punctuating paragraph and sentences
Recognizing, identifying, and producing alphabetic sequences

Materials Needed

The readers
Colored chalks
Lined paper for each child in the group
Dictionaries

Sentence Awareness

Have the pupils turn to page 33 in their texts and read the last paragraph.

"Who is speaking in this part of the story? How do you know? Read the words that tell us."

"Who is speaking in the third paragraph on this page? How do you know?"

"Now read the first line on the next page. Who is speaking?"

"Who is speaking in the second line on this page?"

"What did Sir Charles say? Read the exact words that he said." Have one or two volunteers read Sir Charles' words, while the other children listen to be sure that only direct speech is included in the reading.

"How do you know that these are the words that Sir Charles said?" Elicit that the "said" phrase and the quotation marks at the beginning and end of Sir Charles' words tell readers exactly what he said.

Have the pupils look through the story to find and read other words that tell who is speaking and to find and read direct speech. Elicit that the word *said* is not the only word that identifies speakers and speakers' words. In this story the words *ordered* and *asked* are also used to identify speakers.

Recall that the "said" phrase can come at the end, the beginning, or in the middle of what was said. Have the pupils find specific examples in this and in the two previous stories. In each example, have the pupils note the position of the comma and other punctuation marks.

Recognizing and
identifying tag phrases
and direct speech;
noting punctuation

Recognizing and
identifying use of
commas in series

Recognizing and
identifying use of the
dash

Recognizing and
identifying use of series
of periods

Recognizing and
identifying words
denoting sequence

Ask the pupils to turn again to page 33 and read the first sentence. Have them find commas and briefly discuss the purpose of the commas in the sentence. Have one or two volunteers try and read the sentence as if it had been printed with no commas. Then encourage the children to explain in their own words why the commas are useful in reading the sentence.

Have the children find the dashes on pages 33 and 35 of the story. Recall with the pupils that the dash indicates a longer pause than the comma, but a shorter pause than the period indicates. Also recall that the words before a dash are read with an unfinished vocal inflection. Then ask volunteers to read the sentences as the punctuation indicates. Have the pupils decide whether more information or explanation is given after each dash.

Ask the children to find the series of periods in the first paragraph on page 37.

"Why do you think the writer put three periods after the word *nearer*?"

"Read the sentence for us the way you think it should be read." Elicit that the sentence should be read with an unfinished inflection of the voice after the first and second *nearer* indicating Olaf's gradual approach to the dragons.

Direct the pupils to turn to their readers and read the first paragraph on page 33.

"What did Sir Charles and Sir Egbert like to do? What did Olaf like to do?"

"Do you think that Olaf chased birds at about the same times that the two knights rode their horses, or do you think that they did these things at different times?"

"What word tells you that the knights rode their horses and Olaf chased birds at about the same times?" (While)

Ask the children to read the paragraph in the middle of page 34.

"What happened in the part of the story you just read?"

"Olaf was ordered to get the horses ready and Olaf climbed up behind Sir Egbert. Which of these two things happened first? Which of these things happened second?"

"What word tells you that Olaf was ordered to get the horses ready first and he climbed up behind Sir Egbert second — *after* he got the horses ready?" (When)

"Now read the second paragraph on page 35."

"What happened in the part of the story you just read. What is the last thing you read about in this paragraph?"

"What words tell you that Erfurt held up the bottle a long time after the knights begged him to change them into dragons and a long time after he opened his cupboard?" (At last)

Have the pupils read the fourth paragraph on the page.

"Did Olaf wave good-bye first, or did the knights and Olaf ride back to the castle first?"

"What word tells you that Olaf waved good-bye first and they all rode back to the castle *after* that?" (Then)

Continue in the same manner to guide the pupils as they look through the story to read and discuss other passages in which the words *then*, *when*, and *at last* are used to denote the sequence of events.

Sentence Building

Print the following sentences on the chalkboard.

Olaf ran.

Erfurt whispered.

Sir Egbert rode away.

The dragon roared.

The two knights laughed.

Sir Charles and Sir Egbert found the dragon.

Have the children read the first sentence. "What word in this sentence tells us the name of someone?" Have a child place one line under the word *Olaf* with colored chalk.

"What word in this sentence tells us what Olaf did?" Have another child place two lines under the word *ran* with chalk of a different color.

Continue in a similar manner with the rest of the sentences. In the third sentence, accept *Sir Egbert* as the "name words." Accept *rode* or *rode away* as the "doing word(s)." In the fourth sentence, accept *The dragon* or *dragon* as the "name word(s)." In the fifth sentence, accept *knights*, *two knights*, or *The two knights* as the "name word(s)." In the sixth sentence, accept

Recognizing and
identifying nouns and
verbs; subjects and
predicates

Sir Charles and Sir Egbert or *Sir Charles and Sir Egbert* as the "name words." Accept *found* or *found the dragon* as the "doing words."

Note: At this early stage of developing noun and verb awareness, you may wish to use the words "name word" and "doing word"; if preferred, you might gradually introduce the terms *noun* and *verb* at this or the next reading level.

Print the following exercise on the chalkboard. Have the children read silently each pair of sentences and the connective that follows.

1. Sir Charles rode his horse. Olaf chased birds. while
2. They were very happy. Their castle wasn't grand. although
3. Sir Charles drank the potion. Olaf was sleeping. while
4. Olaf was all alone. He woke up. when
5. Sir Charles and Sir Egbert became knights again. The potion drops had done their magic. after
6. The king ordered a celebration. He heard about Olaf's part in ending the terror. when

Direct the pupils to form each pair of sentences into one sentence, using the connective indicated. Give whatever guidance is necessary to have the children form the complex sentence. Print the newly-formed sentence on the chalkboard as it is given by the pupils. Have the sentence read again, and then have the group note what changes in punctuation, capitalization, and wording occurred.

Print the following pairs of sentences on the chalkboard and have the children read them.

1. I can change you into dragons easily enough. I am not sure that this is the best way.
2. Olaf knew what dreadful thing had happened. He didn't know what to do about it.
3. Olaf wanted to run away. He didn't.
4. John wanted to read his book. He couldn't find it.
5. Winifred heard a knock at the door. No one was there.

Review with the children that they can join each pair of sentences into one sentence with the word *but*. Recall that using one sentence will sound better than using two sentences to say what they want to say, and that using one sentence will help them better understand what they are reading.

In each case, elicit the required compound or compound-complex sentence and print it on the chalkboard as it is given by the pupils, for example, *Olaf wanted to run away, but he didn't*. Then have the group note what changes occurred in punctuation and capitalization.

Note: Point out to the pupils that they will be reading stories and articles that contain sentences and phrases *beginning* with the words *But*, *And*, *So*, and *Or*. In these instances the words are not used as connectives, but are used to give emphasis to what is being stated in the sentences or phrases.

Print the following sentences on the chalkboard. Have the pupils read each sentence and the words at the end. Direct the children to print the sentences on their lined paper, inserting the correct word each time. After the pupils finish writing the sentences, have them take turns inserting the correct word in each one on the chalkboard and reading it aloud.

1. Sir Egbert and Sir Charles _____ brave knights. is are
2. Olaf _____ a page boy. is are
3. The dragon _____ roaring. is are
4. It _____ very big. are is
5. Where _____ the foxes going? is are
6. John, Jane, and Jodi _____ coming here. are is
7. There _____ six books on the table. is are

Punctuation

Print the following paragraph on the chalkboard and have the pupils read it silently.

One afternoon Olaf was playing in the woods. He saw a big animal running toward him. He knew that the animal was a dragon. Suddenly the dragon stopped running. What will happen to Olaf and the dragon?

Ask a volunteer to find the first sentence in the paragraph and read it aloud. Ask the whether the sentence is a telling sentence or an asking sentence. When the pupils identified the sentence, have a child place the correct punctuation mark at the end. Encourage the children to explain how they know that the sentence is a telling sentence.

Continue in a similar manner with the rest of the paragraph. When the exercise is finished, have the pupils copy the paragraph on their papers and insert the correct punctuation marks. (The punctuation marks may be erased from the paragraph on the chalkboard.)

Punctuating sentences:
periods, commas,
quotation marks,
question marks

Print the following sentences on the chalkboard and have the children read them silently.

1. Sir Charles said, "This terror has to stop."
2. Change us into dragons ordered the knights
3. It takes a dragon to catch a dragon said the knight
4. Erfurt said I will change you into a dragon
5. What is a magic potion asked Peter
6. Take one teaspoon of this potion said the wizard
7. The teacher asked Did you read the story about the dragon

Guide the pupils as they take turns inserting the correct punctuation marks. If necessary, have the pupils use the first sentence above and sentences in the reader as models. A different color of chalk may be used for each kind of punctuation mark.

Dictionary Skills

Print the following three groups of words on the chalkboard in the order shown.

Recognizing,
identifying, and
producing alphabetic
sequence

side	card	information	detective	garden	nervously
middle	battle	wizard	potion	edge	aboard
table	living	quarrel	reason	kitchen	opposite

Have the pupils establish the correct sequence of each group of words and print them on their lined papers in alphabetical order.

Do the following exercise orally. Have the pupils answer several questions such as the following:

"Does the word *page* come before or after the word *middle* according to alphabetical order?"

"Does the word *brave* come before or after the word *wizard*?"

"Does the word *horse* come before or after the word *people*?"

"Does the word *serious* come before or after the word *off*?"

Provide each member of the group with a beginning dictionary (or let the children work in pairs). Have the pupils answer each of the following questions orally, and then direct them to find the words in their dictionaries. Print the words on the chalkboard, if necessary.

"Will you find the word *dozen* near the beginning or the end of the dictionary?"

"Will you find the word *suddenly* near the beginning or the end of the dictionary?"

"In what part of the dictionary will you find the word *bottle*?"

"In what part of the dictionary will you find the word *yellow*?"

"In what part of the dictionary will you find the word *order*?"

Recognizing and
identifying alphabetic
sequence

WRITING

Objectives

Learning to write the letter *d*

Developing adventure story cooperatively

Making up potion recipes

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebook for each child in the group

Lined paper and/or notebook for personal writing for each child

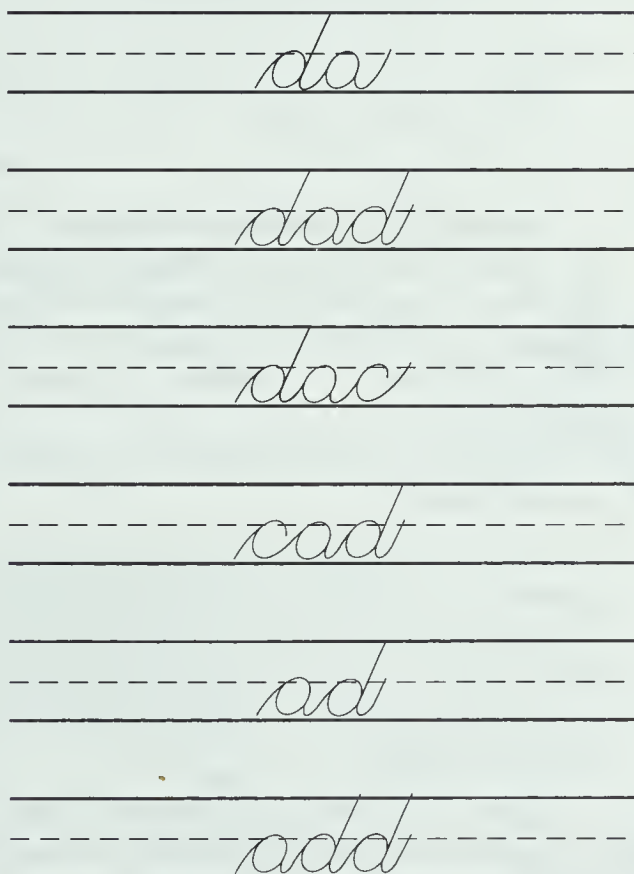
Personal Journals

Handwriting

For the third writing lesson, teach the pupils how to write the lower-case form of the letter *d*. Follow the procedures established for the lessons for "Mr. Mugs Is Kidnapped" and "Fish Head."



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations and words. Use the procedure suggested for the demonstration and practice of a single letter in the two previous lessons. Pay particular attention to the formation of the joining strokes and give the pupils whatever guidance is necessary to form the combinations and words correctly.



Directed Writing

Ask the pupils, "What is an adventure?"

Recall the reader selection and elicit from the group that stories about knights and dragons may be thought of as adventure stories. Have the children discuss the following questions:

"Is 'The Story of Olaf' an adventure story? Why could you call it an adventure story?"

"Who had the best adventure in this story? What other people had adventures? What they?"

"Who else had an adventure?" (the dragon) "What was it?"

"You have said that adventure stories are *exciting*." (Refer to any suitable character that the children have given to adventure stories.) "What other words tell about or describe adventure stories?" (dangerous, scary, unusual, etc.)

Elicit that an adventure story should answer the questions: *Who is in the story? What is the adventure? Where does the adventure happen? What is exciting or dangerous about it? How does the story end?*

"What other adventures might the knights have at another time? What other adventures might a dragon have?"

Developing adventure story cooperatively

Ask the children to select one of their adventure-story ideas and develop a chalkboard story cooperatively. For example, the pupils might like to compose a story from the dragon's point of view; the dragon could be a kind, happy creature who has only one problem — two knights who pursue him throughout the countryside and want to slay him. The chalkboard story could consist of one episode of the dragon's adventure, or it might be a complete, short adventure story.

Making up potion recipes

Ask the pupils what they think might have been in the potion Erfurt gave to Sir Charles and Sir Egbert. Which of the following items would they include in a potion to turn someone into a mean, nasty dragon and why would they include them?

a dash of pickle juice
1 litre of sunshine
some cold, mashed spinach
a chocolate Easter egg
a pinch of hot pepper

a page from a monster comic book
a baseball card
4 litres of liquid fire
a whiff of smoke

Have the children make a list of additional ingredients for the potion.

Creative Writing

Personal Writing

Suggest that the children rewrite part or all of the story from the point of view of Sir Charles, Sir Egbert, Olaf, Erfurt, a villager living in the area, a dragon, or the king. Have the pupils consider what parts of the story their chosen character will be most interested in and tell the pupils about, and whether the character will change the story somewhat to make himself seem braver, smarter, etc. Remind the pupils of the questions that an adventure story should answer.

Some of the children might enjoy writing a story based on one of the following ideas. They could pretend

(a) to be a fierce and terrible dragon and tell about the fun and adventures to be had while roaming the countryside, frightening people and fighting knights.

(b) to be a young dragon whose parents want him to go out and start fighting and roaring. But the dragon would rather be peaceful and make friends with the people he meets.

(c) to find a bottle of magic potion that will turn anyone who drinks it into someone or something else.

Suggest that the pupils imagine that Olaf had gone to visit the fierce dragon to try to convince him to stop bothering the people of the countryside. Have them consider the following questions: What might Olaf have said to the dragon? Would he have given the dragon any warnings? If so, what kind of warnings? What might Olaf have told the dragon about leaving the forest? How would the dragon have tried to defend himself? Would he have listened to Olaf?

Let the pupils discuss the situation described and the questions. Then have them work individually or in pairs to write a conversation between Olaf and the dragon.

The children might like to write recipes for one or more of the following:

- (a) a potion to turn someone into a dog or other animal
- (b) a potion to make someone shrink to a very small size

- (c) a potion to make someone sweet, kind, and friendly
- (d) a potion to enable someone to fly through the air

Have the pupils list the ingredients first, and then set out the directions for making the potions.

Provide further writing time for those children who wish to make entries in their Personal Journals.

Personal Journal

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying words with initial consonant clusters with *r*

Recognizing and identifying words with prefixes *a*, *be*, *de*, *ex*, *re*

Recognizing syllables in words with different medial consonants

Dial a Dragon

Objective

Recognizing and identifying words with initial consonant clusters with *r*

Number of Players

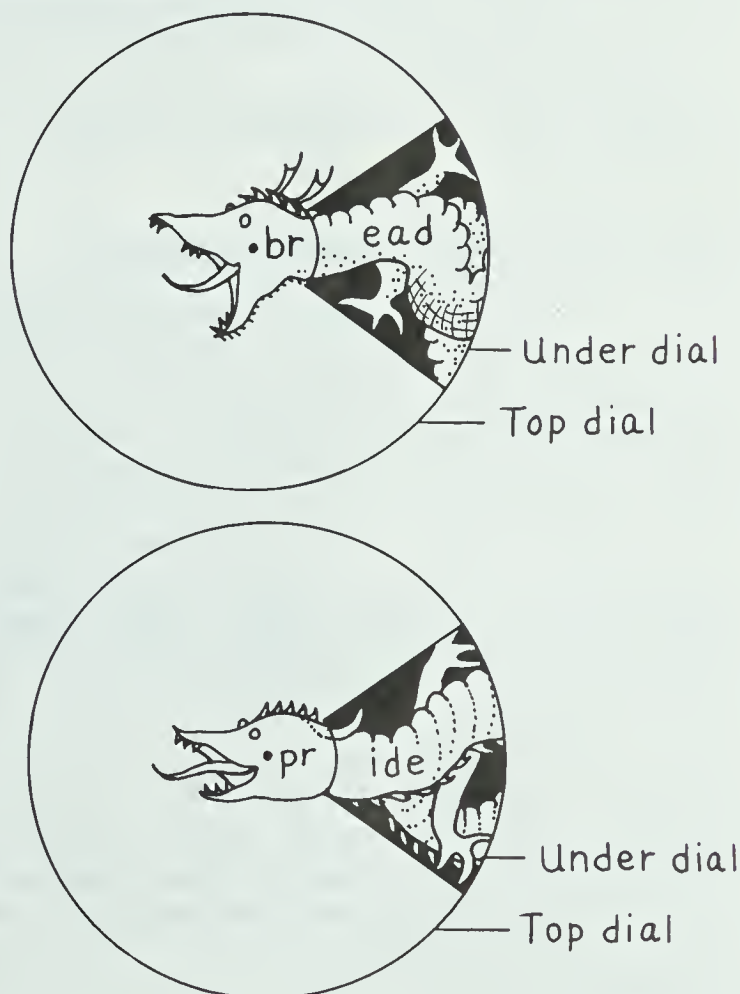
One or more

Materials Needed

Sets of dial cards connected with paper fasteners: under-dial section has picture of dragon's body and word endings; top-dial section has dragon's head with an *r* consonant cluster such as *br*, *cr*, *dr*, *gr*. Use consonant clusters and word endings such as *br ead*, *br idge*, *br ave*, *br eath*, *br oken*, *br own*; *cr ied*, *cr awl*, *cr ash*, *cr oss*, *cr owd*, *cr ack*; *dr agon*, *dr ead*, *dr eam*, *dr ess*, *dr ink*, *dr ain*, *dr ill*.

Procedure

The player turns the under-dial section and reads the words formed by joining the dragon's body and the dragon's head.



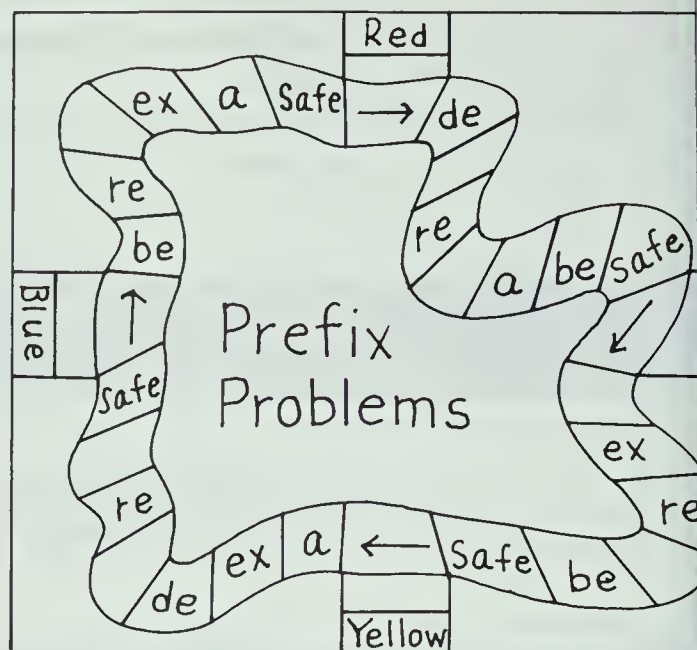
Decoding Skills:
Phonemic Analysis

Decoding Skills: Structural Analysis

Recognizing and identifying words with prefixes *a*, *be*, *de*, *ex*, *re*

Two to Four

- One laminated “Prefix Problems” board
- Four markers (red, green, yellow, and blue)
- One spinner with numbers from one to four



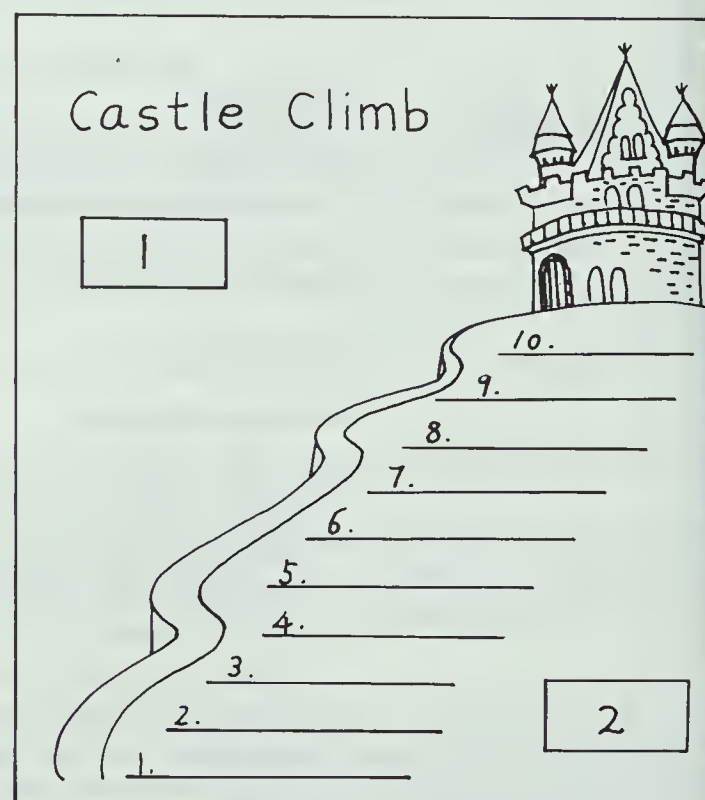
The Red Player begins by spinning and moving his or her marker the number of spaces indicated. If the player lands on a “prefix” space, the player must name a word with that prefix. If the player cannot name a word, he or she goes back to the space occupied before spinning. The game progresses around the board until one of the players reaches his or her “Safe Home” space first.

Decoding Skills: Syllabication

Recognizing syllables in words with different medial consonants

One

One “Castle Climb” board
Set of “stepping stone” cards, each containing one part of the two syllables in each word: *kid nap*, *sec ret*, *for ward*, *an kle*, *rest less*, *cas tle*, *win dow*, *him self*, and so on. The pile containing the first syllable of the words is labeled 1, while the pile of cards containing the second syllable of the words is labeled 2.



The player shuffles the cards in the number one pile, and then deals out ten cards to him herself. These cards are placed on the steps to the castle, one card on each step. The play now uses the cards in the number two pile to make a word on each of the steps.

Objectives

- Recognizing title in table of contents
- Recalling previous story; speculating
- Listening to poem for enjoyment
- Retelling story of poem
- Recalling familiar narrative poems
- Comparing poem to previous story
- Enjoying poet's use of language
- Evaluating poem
- Reading orally for enjoyment
- Interpreting the poem through mime, painting, or writing poems
- Enjoying humorous poems and songs

Responding to Poetry

Have the children find the title of the poem in the table of contents. "What story have you just read that had a dragon in it? What was the dragon like in 'The Story of Olaf'? Tell about other dragons you have heard or read about. What is the name of the dragon in this poem? Do you think that Custard is a strange name for a dragon? Why? What do you think a dragon named Custard might be like?" Let the children speculate on what they think the poem might be about.

Read the poem as the children listen with their books closed. "Were you right about Custard's personality?" Then read the poem again, as the children follow along in their books.

"Poems which tell stories are called narrative poems. Is 'The Tale of Custard the Dragon' a narrative poem?" Have several volunteers from the group retell the story of the poem.

"Do you know any other narrative poems? What stories do they tell?" (The children may recall "The Fox Went Out One Moon Shiny Night" from a previous reader or old favorites such as "'Twas the Night Before Christmas.")

"Who is the main character in this poem? What is he like at the beginning of the poem? Did he change by the end of the poem? Who are the other characters in the poem? What are they like? How do Custard's friends treat him at the beginning of the poem? Why? Do you think they treated him differently after the pirate's visit? Why or why not?"

Have the children compare this poem with "The Story of Olaf" — the story lines, the concept of bravery (feigned and real), and note the repetition of beginning and ending.

"Ogden Nash is a poet who has a lot of fun with words. What words has he invented in this poem? What words has he changed around so that they would fit in with his rhymes?" You may need to read the poem to the children again at this point.

"Do you like this poem? Why or why not?"

Let the children read the poem orally for enjoyment. They may wish to tape the poem after they have practiced it. Encourage the children to listen critically to their tape and discuss both the good and bad points of their reading. They may wish to retape the poem several times until they have made what they consider a satisfactory version.

Some of the children might enjoy miming the story while the poem is being read or played on the tape recorder. Other members of the group might enjoy working together to plan and paint a mural depicting the events in the poem.

The children might enjoy writing narrative poems of their own. They could make up another adventure featuring Custard and his friends. Or they could try subjects such as The Tale of Tiny the Elephant; The Tale of Squeaky the Lion; The Tale of the Sleepy Rooster.

Read other humorous or nonsense poems for the children's enjoyment. Some other poets (besides Ogden Nash) to try are Lewis Carroll and Edward Lear. The children might also enjoy listening to and singing "Puff the Magic Dragon" as recorded by Peter, Paul, and Mary.

COMPREHENSION

Using the table of contents
Observing picture details
Formulating questions
Recalling details; verifying answers
Identifying problem and solution
Valuing the story lesson
Applying story idea to personal experience
Classifying activities
Following directions
Summarizing the story

INTEGRATIVE OPTIONS

Discussion — discussing proverbs
Visual Arts — painting scenes from the story
Drama — miming characters from the story; acting out the story as a play
Environmental Studies: Social Studies — discussing community workers; collecting and displaying pictures to illustrate the lesson
Physical Education — playing non-competitive games
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Observing special words
Recognizing and identifying phoneme-grapheme correspondences /ī/i, /ī/igh
Recognizing and identifying possessive forms with 's and s'
Recognizing and identifying verb endings s, es, ed, ing
*Recognizing and identifying words, using graphemic base oar
Spelling words using graphemic bases
Observing the spelling of useful words; of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying exclamatory sentences and phrases
Recognizing and identifying use of quotation marks and question marks
Recognizing and identifying pronouns and their antecedents
Recognizing word order in sentences
Discriminating between statements and questions
Recognizing, identifying, and using irregular past tenses *fought, swept, wove, held, swam*
Recognizing, identifying, and using adjectives
Punctuating sentences: exclamation points, quotation marks, question marks, periods, and commas

WRITING

Learning to write the letter g
Composing titles for stories and pictures
Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters* / Self-Help Activities

ALTERNATIVE STRATEGIES

Recognizing and identifying words with verb endings s, es, ed, ing
Recognizing and identifying spelling words

Literary Appreciation**

Relating picture and story
Valuing the story lesson
Applying story idea to personal experience
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /ī/i, /ī/igh

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

Objectives

Using the table of contents
 Observing picture details
 Formulating questions
 Recalling details; verifying answers
 Identifying problem and solution
 Valuing the story lesson
 Applying story idea to personal experience
 Classifying activities
 Following directions
 Summarizing the story

Developing Pupil Inquiry

Have the children turn to the table of contents and find the title of the next story. Ask a volunteer to read the title for the group. Ask the children on what page the story begins. Have them turn to page 45, read the title again, and then go on to look at and discuss briefly the events depicted in the illustrations in the story.

"Do you have any questions you would like to ask about the story?" Record the pupils' questions in a question box. The question box may look somewhat like this:

How do the people feel toward each other at the beginning of the story?
 Why are the people in the river?
 What are the people building?
 Why are the people friends at the end of the story?

"Read the story to find the answers to your questions."

Developing Pupil Response

Have the children read the story silently. When they are finished, ask, "Were you right about the story ending? Was it a happy one? Why?"

Then refer the pupils to the questions in the question box. Have the children answer the questions in their own words, and then verify their answers by reading the pertinent lines of text.

Let the children read the story orally for enjoyment.

Synthesizing

1. "What problem did the people of the village have? How was their problem solved?"
2. "What lesson do you think the people of Wynlock-on-the-River learned in this story?"
3. "Have you ever had an experience that taught you this same lesson? If so, tell about it."
4. "Do you think the lesson in the story is an important one? Give reasons for your answer."
5. "Name the jobs the nine men in the story worked at. Which of these people do you think would still be very important in a little village today? Make a list of nine people which you think are the most important for a modern village to have." (The children could make individual lists, compare and discuss these, and then make a cooperative class list.)

Developing Comprehension, Research, and Listening Skills

Critical Comprehension. Read the list of activities below to the children, one item at a time. Have the children discuss each activity in terms of whether it could be done *better* as a cooperative effort or as an individual effort. Be sure that the children back up their responses with reasons. Have the children classify each item by writing "Alone" or "With Others" after it.

washing the dishes
building a dog house
making a garden
painting a bird house
making supper
doing a puzzle
raking leaves

making a bed
reading a book
tidying your room
cleaning an aquarium
planning a class picnic
learning to roller skate
flying a kite

Ask each child to list three things he or she particularly likes to do alone and three things or she likes to do with others. Let the children share and discuss their lists.

Following directions

Literal Comprehension. Print the following sentences on the chalkboard or on a chart. Have a pupil to read a sentence silently, pantomime the direction, and ask another pupil to read aloud the sentence that was pantomimed.

1. You are an old lady carefully crossing the rickety wooden bridge.
2. You are the bridge falling down in the terrible storm.
3. You are a child who is surprised to find that the bridge has fallen down.
4. You are the tailor measuring and sewing a suit.
5. You are the baker looking at your sooty bread.
6. You are the blacksmith hammering a horseshoe onto a horse's hoof and hitting your thumb.

Summarizing the story

Literal Comprehension. Print the following sentences on the chalkboard. Have children read them and decide which best sums up what happened in the story. Have the chosen sentence underlined by a pupil.

1. The people of the east side of the river didn't like the people on the west side of the river.
2. When their bridge fell down, the people of Wynlock-on-the-River had to build a new one.
3. When their bridge fell down, the people of Wynlock-on-the-River found out how much they needed one another.
4. When the Baker, the Cobbler, the Woodsman, the Doctor, the Chimney Sweep, the Blacksmith, the Weaver, the Tailor, and the Farmer tried to cross the river in two boats, they all fell in.

INTEGRATIVE OPTIONS

Discussion

Discussing Proverbs. "A proverb is a wise saying. Tell in your own words what the proverb means, 'Alone, each one is weak; together, we are strong.' Does this proverb go with the story 'On the Other Side of the River'? Tell why you think so."

Have the children explain what they think each of the following proverbs means. Have them tell whether or not the proverb fits with the story and why.

Don't count your chickens before they hatch.
Two heads are better than one.
Don't cry over spilt milk.
It's never too late to learn.
Too many cooks spoil the soup.
Slow and steady wins the race.

Visual Arts

Painting Scenes from the Story. Have the children choose scenes from the story to illustrate. Each child could depict the action in one or more pages of the story. Have the children discuss and coordinate their project to make sure that each one is illustrating a different part of the story.

When their pictures are finished, have the children hold up their pictures and arrange themselves in sequential order. Let the children retell the story orally, each one contributing the portion depicted in his or her picture.



Drama

Miming Characters from the Story. Have the children play a mime “Who am I?” game. Let each child mime one of the characters in the story — the baker kneading the bread, the woodsman chopping down a tree. Have the others in the group guess which character is being mimed. The children could go on to mime other workers doing their jobs.

Acting Out the Story as a Play. Have the children work out a dramatization of the story following the model developed in “The Story of Olaf.”

Collecting and Displaying Pictures to Illustrate the Lesson. Have the children look in magazines and the newspaper to find pictures to illustrate the lesson of the story — putting a man in space, construction of a building, or team sports. Let them use the pictures for a bulletin-board display or to make a collage.

Discussing Community Workers. “What people in our community help you and your family?” Have the children discuss this question and make a cooperative list of the people that provide commodities and services. You may need to formulate leading questions to remind the children of their many needs — food, water, heat, clothing, housing, furniture, transportation, communication, sanitation, recreation, protection, and entertainment.

Have the children organize their list under headings such as the ones above. You could begin by suggesting several headings and having the children group items under the appropriate ones. Help the children recognize and make up headings for further classification and group items under them.

After the discussion, the children could go further afield to add onto the lists they made by consulting the yellow pages of the telephone directory, interviewing family members and neighbors, or walking around the community to make notes on services and workers.

1. Carl, Tom, and Pierre want to play with the beach ball, but Sally and her friends want to play with it in the pool. The boys and Sally quarrel.

“Think about other ways they can solve the problem. Why is it important to share?”

2. All the children in a classroom share the painting center. When they are finished working there, they must clean up after themselves. Most of the children do this carefully each time. But one child in the class doesn’t clean up and always leaves things messy for the next person.

“How could you help this person learn to share the painting center?”

Playing Non-Competitive Games. Unraveling: A group of 10 to 20 people is ideal for this game. (Larger numbers can be sub-divided into groups of this size.)

Environmental Studies:
Social Studies

Discussion

Physical Education

The group gathers together in a tight circle, arms outstretched. In the sea of available hands, each person finds two to grasp. (Check to be sure the hands belong to two different people.)

Now, without letting go, try to unravel the chain into a big circle. Players may duck under the chain or step over it. The group is also allowed one application of "knot-aid" — a quick let go and hooking up again — to deal with an especially bad tangle.

The results will surprise you. Sometimes you get one big circle; sometimes a figure eight; sometimes two, three, or more independent circles. Some people will end up facing into the circle, some people facing out.

The above game, along with other non-competitive games can be found in *Everybody Wins* by Tom Scheider. Another excellent source book for non-competitive games is *New Games Book* edited by Andrew Fluegelman, Doubleday and Co. Non-competitive board games can be obtained from Family Pastimes (SR), R.R. 4, Perth, Ontario, K7H 3C6.

Book Center

Crippen, David. *Two Sides of the River*. Abingdon.

Two brothers settle a tribal feud in Kenya by rescuing a drowning enemy.

Gill, Bob. *Ups and Downs*. Addisonian Press.

A parable about prejudice and mistrust.

Silverstein, Shel. *The Missing Piece*. Harper and Row.

A circle searching for its missing piece learns a lesson about quest and fulfillment.

Film Center

Stone Soup. Weston Woods.

The Lion and the Mouse. 10 mins., 1269 Coronet.

The Little Red Hen. 9½ mins., 312 Coronet.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using definition clues

Recognizing and identifying new words, using context clues and discriminating between words of similar configuration

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /ī/i, /ī/igh

Recognizing and identifying possessive forms with 's and s'

Recognizing and identifying verb endings s, es, ed, ing

*Recognizing and identifying words, using graphemic base oar

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases for spell words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-9 for each pupil

Duplicated worksheets for the exercise on verb forms (optional)

Lined sheets of paper for spelling exercises and dictation

Spelling notebooks

Word Meaning

New Words: river, Wynlock, bridge, blacksmith, tailor, chimney sweep, cobbler, woodsman, in fact, fought, sewed, between, middle, oar

Decodable Words: stranger, swept, thumb

Enrichment Words: rickety, insults, smithed

Recognizing and
identifying new words,
using definition clues

Give each pupil a set of cards numbered 1-9. Place the following on the board:

1. blacksmith
2. tailor
3. chimney sweep
4. cobbler
5. woodsman
6. doctor
7. farmer
8. baker
9. weaver

Point out that all these words name people who do certain kinds of things. Explain that you are going to read descriptions of certain kinds of work. As you read each one, the pupils are to find on the board the name of the person who does that kind of work, and hold up the card with the number of the word on it.

A person who treats sick people.

A person who makes suits and coats.

A person who cuts down trees.

A person who makes horseshoes and puts them on horses.

A person who makes and mends shoes.

A person who makes cloth.

A person who cleans chimneys.

A person who grows crops and raises animals.

Place the following sentences and words on the board:

There's a driveway _____ the two houses. between fifteen
A _____ is a large stream. river never
Mom _____ patches on my jeans. snowed sewed
We need _____ to row a boat. ours oars
The brave knight _____ the dragons. fought thought
There's a _____ across the river. bridge bring

Have each incomplete sentence read aloud. Ask the pupils to decide which of the two words following the sentence belongs in the sentence. When a word is chosen, print it in the sentence, and have the sentence read again to make sure the selected word makes sense in it.

Place *bridge*, *fought*, and *sewed* on the chalkboard and have them pronounced. Call attention to the following points: *bridge* — the *dge* standing for the /j/ sound; *fought* — the *ough* standing for the unglided /o/ sound; *sewed* — the *ew* standing for the glided /ō/ sound.

Phonemic Analysis

Put the word *high* on the board and have it pronounced. Recall with the pupils that *igh* usually stands for the glided /ī/ sound.

Write the following sentences on the board:

A bright light lit up the night.

The knight put the frightened dragon to flight.

That answer might be right.

What a sight he was!

Why did the baker and the farmer fight?

I think these boots might be too tight.

Recognizing and
identifying new words,
using context clues and
discriminating between
words of similar
configuration

Observing special
word families: bridge, fought,
sewed

Recognizing and
identifying
phonetic correspondences /ī/ī,
/ī/igh

Ask pupils to read each sentence aloud, then have the words in which *igh* stands for the sound identified. Underline each word as it is mentioned.

Print *kind* on the board. Have it read, and recall that when *i* is followed by a consonant cluster it very often stands for the glided /ī/ sound. Remind the pupils that this is not always true, and print *milk* on the board as an example.

Print the following words on the board:

blink	behind	lift	blind
child	kitchen	climb	listen
pitcher	grind	find	swift

Call on pupils to read each word and tell whether the word belongs under the heading *kind* or the heading *milk*. Print the word under the designated heading each time. When all words have been listed, have the words in each column read again, to be sure all the words are under the correct heading.

Structural Analysis

Place on the board:

a doctor's car tailors' needles

Call attention to the 's in *doctor's* and the s' in *tailors'*. Have the pupils explain why each form is used.

Put the following on the board:

the axe of the woodsman
the fields of ten farmers
the cakes of the old baker
the oars of all the boats
the edge of the river

Ask pupils to reword each phrase, using the possessive form each time, and have them tell whether the possessive form will be 's or s'.

Duplicate and distribute copies of the following exercise:

The weaver was _____ some beautiful cloth.	weave
Mom _____ up the rip in my coat.	sew
The thieves _____ to climb up to the balcony.	try
John was _____ the floor with his toy hammer.	hit
We _____ to go by boat.	decide
Did you _____ that big dog?	notice
A tailor always _____ before he cuts cloth.	measure
Curt _____ his dog every day.	brush
Mary _____ to school when she is late.	hurry
He _____ down the ladder yesterday.	slip

Direct the pupils to read each sentence and the word after it. They are to decide what must be done to the word to make it right for the sentence, and then print the inflected form on the line in the sentence.

If preferred, the exercise may be done on the board.

To present the graphemic base *oar*, print the following column of words on the board:

oar
boar
hoar
roar
soar

Have the part that is the same in all the words underlined. Call upon pupils to read the words and have some of the words used in sentences. Some of the words will probably be unknown to the pupils. Locate these in a junior dictionary and read the definitions to the pupils.

Place the following key words on the board and have them pronounced: *oar, care, dark, hole, shoot, born, eat, smile, fish, think, sung, edge, keep, hope, red, am, lunch.*

Put these sentences on the board:

The lion's roar scared the boars.
The lark soared high in the air.
The cobbler put a new sole on the boot.
That farmer grows corn and wheat.
Pile the dirty dishes in the sink.
The boy clung to a ledge on the steep slope.
We gave Pam a bunch of pink flowers.

Point to the sentences in random order and call upon pupils to read them. Be sure each pupil has a turn. If a child stumbles over a word, refer him or her to the key word involved.

Spelling

Put *oar* on the board. Have it pronounced and discuss the spelling, noting the *oar* standing for the /ôr/ sound.

Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to these:

Kites soar high on a windy day. soar
A boar is a wild hog. boar
Some animals roar. roar
The grass was white with hoar frost. hoar

Ask the pupils to write *oar* on their worksheets, and then write the following words as you indicate the initial consonant each time.

oar → boar → hoar → roar → soar

Put *between* on the board and have it pronounced. Call attention to the prefix *be*, the *tw* consonant cluster, and the double *e*. Ask a pupil to use the word in a sentence, then have the pupils enter it in the list of useful words in their spelling notebooks.

Place *river, bridge, and fought* on the board and have them pronounced. Discuss the spelling of each word, pointing out the *dge* standing for the /j/ sound in *bridge* and the *ough* standing for unglided /o/ in *fought*. Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have them enter the words in their spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as:

We went for a boat ride on the river. river
They are building a new bridge across the St. Lawrence River. bridge
A big battle was fought here. fought

If a pupil misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying exclamatory sentences and phrases
Recognizing and identifying use of quotation marks and question marks
Recognizing and identifying pronouns and their antecedents

Recognizing the importance of word order in sentences; recognizing, identifying, producing correct word order
 Discriminating between statements and questions; transforming questions to statements; formulating questions
 Recognizing, identifying, and producing exclamatory sentences
 Recognizing, identifying, and using irregular past tenses *fought, swept, wove, held, swam*
 Recognizing, identifying, and using adjectives
 Punctuating sentences: exclamation points, quotation marks, question marks, periods, commas

Materials Needed

The readers
 Lined paper for each child in the group
 Dictionaries
 Colored chalks

Sentence Awareness

Recognizing and identifying exclamatory sentences and phrases

Direct attention to the ninth line on the second page of the story.
 "What mark do you see at the end of this line?"
 "How do you suppose the children felt as they said these words? Read the line the way the exclamation point tells you to read."

Recognizing and identifying use of quotation marks and question marks

In a similar manner, have the children discuss and read the next three lines of the story. Ask the children to turn to page 50 and read the fourth line of the second paragraph.
 "How do you think the Cobbler felt as he was saying these words? What mark helps you understand how the Cobbler felt? Read the words the way you think the Cobbler said them."
 Have the pupils find and read other exclamatory sentences and phrases in the story.
 Ask the children to turn to page 55 of the story and direct attention to the sixth and seventh lines. Have the pupils note the positions of the quotation marks and the question mark. Briefly review the reason for the use of each of these punctuation marks.

Recognizing and identifying pronouns and their antecedents

Have the pupils read and discuss two or three other sentences containing quotation marks and question marks.
 Ask the children to turn to page 50 in their readers and have them read the first paragraph. Direct attention to the pronoun *he* at the beginning of the second line. With the group establish that *he* replaces the words *the Cobbler* in the first line.

Continue in a similar manner with the following pronouns:

Page 51, first paragraph, line 2, the pronoun *He*
 Page 54, line 4, the pronoun *You*
 Page 54, line 5, the pronoun *me*
 Page 54, line 7, the pronoun *I*
 Page 55, line 4, the pronoun *they*
 Page 55, line 6, the pronoun *we*

Sentence Building

Recognizing the importance of word order in sentences; recognizing, identifying, and producing correct word order

Print the following words on the chalkboard in this order:

down night bridge One the fell

Ask a pupil to read the words aloud. "Does that sentence make sense? Why not?"
 "Let's put the words in the right order. Which word should come first? Which word should come second?" etc.

Print the words on the board as the children suggest the correct word order. Have the sentence read, and ask the children whether it is correct now and why it is correct. Elicit that a period is necessary at the end of the sentence. Ask a child to print the period at the end of the sentence and have the sentence read once more.

Continue in the same manner to have the pupils indicate the correct word order for the following scrambled sentences.

Chimney	The	needed	Baker	the	Sweep
you	to	swim	know	how	Do
did	Cobbler	How	the	his	thumb
hurried	Baker	river	down	The	the
The	began	build	new	people	to
					a
					bridge

Print the following sentences on the chalkboard and have the children read them silently.

1. The knights looked for the dragon.
2. Did Olaf like to chase birds?
3. Is the farmer in the field?
4. The Blacksmith burned his table.
5. Were the children playing beside the river?

Have the children read each sentence in turn and tell whether it is a telling sentence or an asking sentence or question. Encourage the pupils to explain how they know whether a sentence is a telling sentence or an asking sentence (by the vocal inflection of the reader; by the beginning word; by the purpose of the sentence; and by the punctuation).

Direct the children as they change the questions to statements, using as many of the words in the questions as possible. Elicit each required statement, print it on the chalkboard beside the question, and ask a volunteer to read it again. Then have the correct punctuation mark placed at the end of the statement. Have the pupils tell what changes in word order occurred.

Follow the same procedure to have the children change the statements into questions.

The new questions and statements should be as follows:

1. Did the knights look for the dragon?
2. Olaf liked to chase birds.
3. The farmer is in the field.
4. Did the Blacksmith burn his table?
5. The children were playing beside the river.
6. Are you learning to weave?

Print an exclamatory sentence on the chalkboard, such as

Here comes the fire truck!

Have the children read the sentence and recall with the group that exclamatory sentences show strong feeling such as surprise, fear, and excitement.

Encourage the pupils to compose exclamatory sentences orally about subjects such as the following:

watching TV	a storm
riding in a boat	swimming
seeing a dragon	a lion

After the children have suggested several examples, have them print three or four exclamatory sentences on their lined papers. Remind them to refer to their readers, dictionaries, and word charts for spellings of words and for ending their sentences with the correct punctuation mark.

To reinforce correct usage of the irregular past tenses listed on the left, ask the children questions such as the following and have them answer in complete sentences using the appropriate verb forms.

- "In the story 'On the Other Side of the River,' who fought with the men of the west?"
- "Why did the men fight with each other, do you think?"
- "Who fought with the dragon in the last story we read?"
- "In this story, what did the Chimney Sweep sweep?"
- "What did you sweep at home?" Have several pupils answer.
- "Why did you sweep the sidewalk?"
- "What do you think the Weaver wove?"
- "Did you ever weave anything? What did you weave?"
- "Who wove something in another story you read? What did she (or he) weave?"

"What did the Woodsman and the Tailor hold on to after they fell into the river? What did Weaver hold on to?"

"What did you hold on to when you fell one time?"

"Where did the Cobbler swim when he fell into the river? Where did the Chimney Sweep swim? Where did the Baker swim?"

"Where did you swim one time?" Have several pupils answer.

Recognizing,
identifying, and using
adjectives

Print the following exercise on the chalkboard and have the pupils read the sentences silently.

1. Olaf has a funny pet.
2. The terrible dragon roared.
3. The little cat has soft paws.
4. Where is the rickety bridge?
5. It was a dark, stormy day.
6. The Farmer fell into the cold, wet river.
7. Grandma and Grandpa got a fast, new boat.
8. The brave knights fought the huge, greedy monster.

Have a child read the first sentence aloud. "What does Olaf have?" Accept *Olaf has a pet*.
Olaf has a funny pet.

"What word in this sentence tells us something or gives us some information about Olaf's pet?" Have a child place square brackets around the word *funny*.

"What else can you tell us about Olaf's pet? What other word can you use to give us some information about his pet?" (new, big, little, friendly, green, etc.)

Continue in a similar manner with the rest of the sentences. In each case, first ask a question that will elicit an answer identifying the noun; then ask a question that will elicit an answer identifying the adjective. In the sentences containing more than one noun and adjective, have the pupils identify each one.

Punctuation

Recognizing and
identifying uses of
quotation marks,
question marks,
periods, commas, and
exclamation points;
punctuating sentences

Refer to the following sentences on the chalkboard and have the pupils read them silently and aloud.

1. A rickety bridge joined the two sides of Wynlock
2. Was Wynlock a quiet place
3. The Baker asked What shall I do
4. Ooow Ooow I need the Doctor
5. Somebody row said the Baker
6. The Weaver called Go to the bridge
7. Watch out or you'll tip the boat
8. The people said Fine
9. Swim shouted the Woodsman
10. Shall we build a new bridge

Guide the pupils as they take turns inserting the correct punctuation marks. A different color of chalk may be used for each kind of punctuation mark.

WRITING

Objectives

Learning to write the letter *g*

Composing titles for stories and pictures

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebook for each child in the group

The readers

Lined paper and/or notebook for personal writing for each child

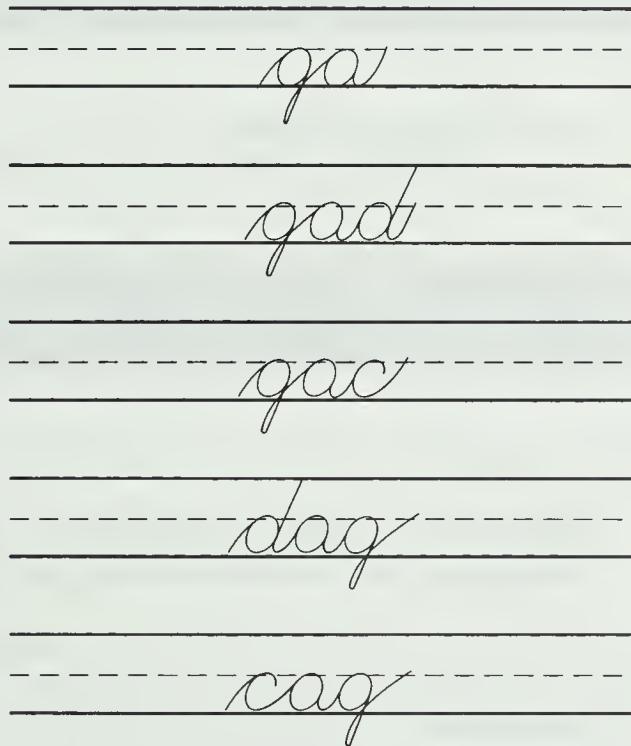
Newsprint sheets

Handwriting

For this writing lesson, teach the pupils how to write the lower-case form of the letter *g*. Follow the procedures established for the lessons for "Mr. Mugs Is Kidnapped" and "Fish Head."



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations. Use the procedures suggested for the demonstration and practice of a single letter in the first two lessons. Pay particular attention to the formation of the joining strokes and give the pupils whatever guidance is necessary to form the combinations correctly.



Directed Writing

Print the following titles on the chalkboard and have the pupils read them.

Flying Fists

Beast From the East

Quarrelling and Fighting

Direct the children to reread page 46 of the story. Then ask them to identify the phrase on the chalkboard that makes the best title for this part of the story. Have the pupils give reasons for their choice.

Have the pupils turn to one of the pictures illustrating the reader selection. Briefly recall the events depicted and with the group, decide upon a suitable title for the picture. Have the children make up titles for some of the other pictures in the story and write the titles with the page numbers on their papers.

Refer to various large photographs and other pictures in the classroom and have the pupils compose titles for them. Print the titles on the chalkboard or have the pupils print them on the papers or in their notebooks.

Creative Writing

Personal Writing

Recall the discussion about proverbs as suggested in the *Integrative Options* strategy. Suggest that the children write stories that teach lessons or illustrate proverbs or morals. They could use the lesson of the reader story or one of the proverbs previously discussed as the main idea of their tale. Have them compose appropriate titles for their stories.

Let the children read their completed stories to the others in the group and have them identify the lessons illustrated.

Some pupils might enjoy rewriting the reader story in comic-strip fashion. Remind the pupils to use quotation marks if they include direct speech in their stories or comic strips and to refer to charts and books in the classroom for spellings of words.

For further writing activities, you might suggest the following story starters:

I'd like to live in Wynlock because. . .

I wouldn't like to live in Wynlock because. . .

My favorite person in Wynlock is the _____ because. . .

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying words with verb endings *s, es, ed, ing*

Recognizing and identifying spelling words

Double Trouble

Objective

Recognizing and identifying words with verb endings *s, es, ed, ing*

Number of Players

Two to Four

Materials Needed

One "Double Trouble" board

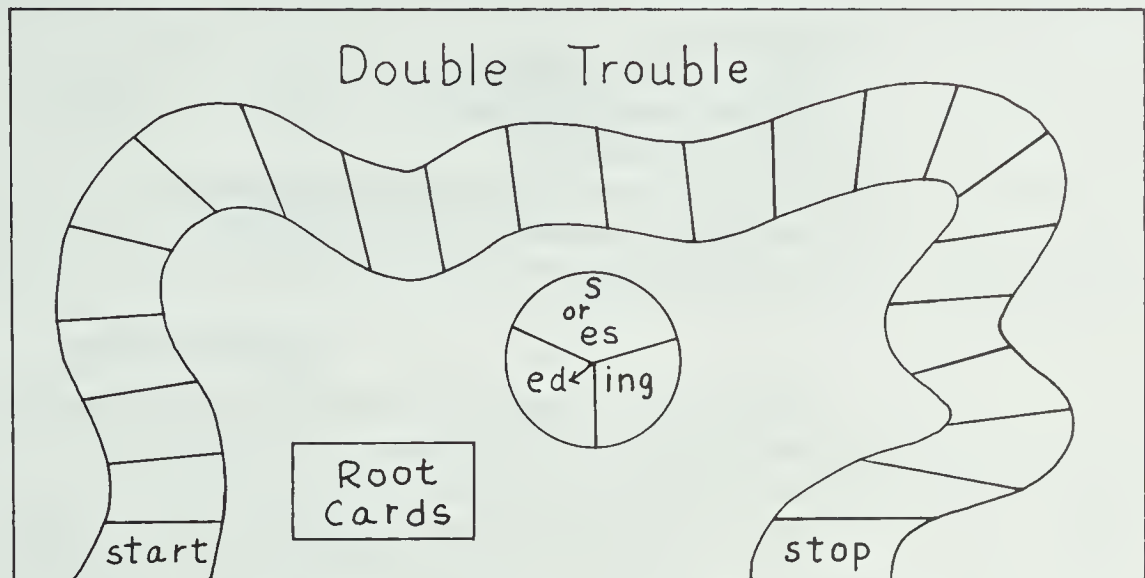
One marker for each player

One set of cards with words such as: *decide, offer, roll, repeat, color, march, smile, dance, watch, drum, tap, chase, turn, play*

*Decoding Skills:
Structural Analysis*

Procedure

The first player picks a root card and spins the dial on the board. The player must spell the word with the indicated endings. For each word spelled correctly, the player moves forward one space. For each word not spelled correctly, the player moves back two spaces. The first player to reach the "Stop" space is the winner.



Build a Bridge

Decoding Skills:
Spelling

Objective

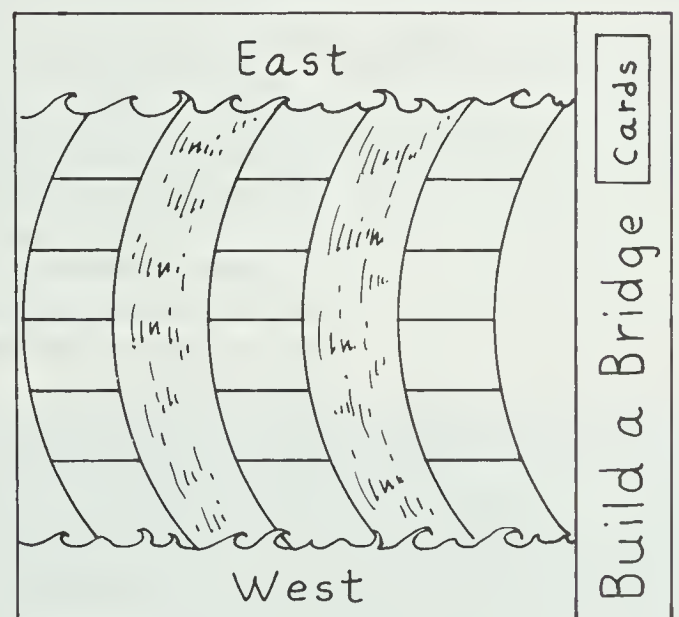
Recognizing and identifying spelling words

Number of Players

Three to Four

Materials Needed

One "Build a Bridge" board
Set of plank-shaped cards such as:
river, bridge, fought, potatoes, apple, building, sledge, secret, decided, terror, battle, between, middle, forward



Procedure

One player is the mayor and the other players are the bridge-builders. The mayor takes a word card and reads it to the player. If the player spells the word correctly, the card can be placed on his or her bridge. If the word is not spelled correctly, the mayor returns the card to the bottom of the pile. The mayor then moves on to take and read a word card for the next player. Whoever completes the bridge first is the winner.

Objectives

Discussing title
Listening to poem for enjoyment
Using the table of contents
Evaluating illustration
Making up rhyming words; new lines for poem
Writing poem cooperatively and individually
Playing rhyming game

Enjoying a Poem

Write the title of the poem on the chalkboard. "I am going to read you a part of a poem called 'Jamboree.' Do you know what *jamboree* means?" If no one in the class knows, have someone look the word up in the dictionary.

Have the children listen as you read the poem. "What is this poem about?"

Then have the pupils find the title of the poem in the table of contents and see on what page it is found. Have the children turn to page 58 and look at the illustration. "How does the illustration fit with the poem?"

Read the poem again. This time only read the question part and let the children read the response words. "Why do you think the poet might have named his poem 'Jamboree'?"

Go through the poem again and have the children suggest other rhyming words that could fit at the end of each line.

Let each child make up a new line for the poem and read it for the group. You may wish to have the children record their lines on a piece of chart paper.

Have the children make up a similar poem cooperatively. They could choose a theme such as clothing, toys, weather, flowers, birds, and so on. Then let each child make up a poem on his or her own. Encourage the children to share their poems with the group.

Let the children play a mime game involving rhyming words. Tell each child to think of a secret word that he or she would like to act out. First the child is to say a word that rhymes with the secret word and then he or she will act out the secret word. The other children are to guess the secret words.

You could prepare the children for this selection by writing several lists of words on the chalkboard.

flying fish	orange	robin	happy
goldfish	apple	bluebird	sad
shark	pear	stork	excited

Have the children read each list and identify the classification to which the words belong. Write a heading for each list of words on the chalkboard.

Then write the words below on the chalkboard and have the children put each word with the correct list.

angry	swan	catfish	duck
peach	frightened	grape	tuna

Then ask the children to find the title of the next selection in the table of contents. Ask a volunteer to read the title and to tell the page number on which the selection can be found.

Have the children turn to page 59. Ask someone to read orally the first paragraph of the directions. Remind the children about the classification work they did and have them classify the words.

When the children have finished making up their lists, have them read, compare, and discuss the lists.

Give the children sufficient time to add words to their lists and then ask them to read the words in their expanded lists.

Ask someone in the group to read the second paragraph of the directions. Let the children write up and post their lists.

The children may enjoy writing nonsense sentences or stories by taking one word at random from each list. Some children may wish to make and display lists of sound words, picture words, eating words, funny words, or favorite words.



COMPREHENSION	INTEGRATIVE OPTIONS	DECODING SKILLS
<p>Using the table of contents</p> <p>Speculating; formulating questions</p> <p>Observing picture details</p> <p>Drawing inference</p> <p>Recalling details; verifying answers</p> <p>Discriminating between real and make-believe</p> <p>Reading orally; reading interpretively</p> <p>Discussing daydreams</p> <p>Making judgments</p> <p>Identifying the problem</p> <p>Expressing opinions</p> <p>Describing story character; valuing</p> <p>Noting suspense</p> <p>Listening for sounds</p>	<p>Visual Arts — learning about origami (paper folding)</p> <p>Mathematics — recording information on a graph</p> <p>Books — reading independently</p>	<p>Recognizing and identifying new words, antonyms, and synonyms</p> <p>Observing special words</p> <p>Recognizing and identifying phoneme-grapheme correspondences /k/c, /s/c, /s/s, /z/s, /g/g, /j/g, /ou/ou, /ou/ow, /ō/ow</p> <p>Recognizing and identifying prefix re</p> <p>*Recognizing and identifying prefixes un, dis</p> <p>Recognizing and identifying suffixes er (agent), est, ly, y, ful, less</p> <p>Dividing words with two different medial consonants and words with medial digraphs</p> <p>*Dividing two-syllable compound words</p> <p>Observing the spelling of useful words; of spelling words</p>
LANGUAGE DEVELOPMENT	WRITING	INDEPENDENT ACTIVITIES
<p>Recognizing and identifying tag phrases and direct speech; noting punctuation</p> <p>Recognizing and identifying command sentences</p> <p>Recognizing and identifying words denoting sequence of events</p> <p>Recognizing, identifying, and producing variation in sentence patterns</p> <p>Recognizing and identifying nouns and verbs; subjects and predicates</p> <p>Recognizing, identifying, and producing complex sentence patterns</p> <p>Recognizing and identifying pronouns and their antecedents</p> <p>Recognizing, identifying, using adjectives</p> <p>Punctuating sentences</p> <p>Recognizing, identifying, using homonyms</p>	<p>Learning to write the letter q</p> <p>Giving directions, oral and written</p> <p>Applying comprehension, decoding, language, and printing skills to produce personal writing</p>	<p>See the <i>Mr. Mugs Book</i></p> <p>See the <i>Spirit Duplication Masters/Self-Help Activities</i></p>
ALTERNATIVE STRATEGIES	Literary Appreciation**	Listening**
<p>Recognizing and identifying the phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c, /g/g, /j/g</p>	<p>Relating picture and story</p> <p>Drawing inferences about story situations</p> <p>Reading interpretively</p> <p>Describing story character</p> <p>Valuing</p> <p>Noting suspense</p> <p>Reading supplementary books</p>	<p>Listening attentively in discussions</p> <p>Listening for sounds</p> <p>Listening to identify phoneme-grapheme correspondences /k/c, /s/c, /s/s, /z/s, /g/g, /j/g, /ou/ou, /ou/ow, /ō/ow</p>

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Speculating; formulating questions
Observing picture details
Drawing inference
Recalling details; verifying answers
Discriminating between real and make-believe
Reading orally; reading interpretively
Discussing daydreams
Making judgments
Identifying the problem
Expressing opinions
Describing story character; valuing
Noting suspense
Listening for sounds

Developing Pupil Inquiry

Have the children turn to the table of contents and find the title of the next story. Ask a volunteer from the group to read the title.

Let the children speculate on what they think might happen in the story. "What do you think this story might be about? What people are given the title 'captain'? What might Jane be the captain of? When do you cheer 'Hurray!' for someone? What kind of things might Captain Jane do to make people cheer for her? Do you think that this will be a make-believe or a real story? Tell why you think as you do."

"Do you have any questions you would like to ask about the story?" Record the children's questions in a question box in the usual manner.

"On what page does the story begin?" Have the pupils turn to pages 60 and 61 and look at the illustrations. "What is Jane doing in these pictures? What kind of hat is she wearing on page 60? What does she have in the bathtub with her on page 61?"

"Can you tell yet what kind of captain Jane will be? See if you can find out from the picture on page 62." Have the children turn to pages 62 and 63. "What is happening in the picture? Where is Jane now? What is she doing?"

Have the children look at the illustrations in the rest of the story and discuss briefly the happenings depicted. "What is happening on pages 64 and 65? Why might Jane be telling the girl to spray water on the Buoyant Beauty? What do you think the girl might be saying to Jane on page 66? What is happening on page 67?"

Add any further questions the children wish to pose to the question box, which may look somewhat as follows:

What kind of captain is Jane?

What important thing does Jane do in the story?

Does the adventure on the boat really happen?

"Now read the story to find the answers to your questions."

Developing Pupil Response

Have the children read the entire story silently. When they have finished reading, refer them to the question box. "What answers did you find to your questions?" Have the children state the answers first in their own words and then read aloud the lines of text which verify them.

"Which happenings of this story are real? Which are imaginary?"

Have the children choose partners and read the story orally to one another, taking turns

back and forth. After the reading let various pupils read parts of the story orally for the group giving their interpretation of how it should be read most effectively.

Synthesizing

- ✓ 1. "Where did Jane get her hat and soap? How do you think Jane got these packages at party?"
- ✓ 2. "What is a daydream? What daydream did Jane have in the story? Do you have a daydream? What kinds of things do you like to daydream about?"
3. "Why do you think Jane had the daydream she did? What real things did Jane build her daydream around? How did Jane get out of her daydream?"
4. "What problem did Jane run into while she was captain of the ocean liner? How did she solve the problem? How else might she have saved the ship from being rammed by the giant cake of soap?"
- ✓ 5. "What words show that the children are worried about the iceberg? How would you feel if the story ended on page 64? Why?"
6. "What words would you use to describe Jane? Give a reason for each word you choose. Do you think you would like someone like Jane for a friend? Why or why not?"

Developing Comprehension, Research, and Listening Skills

Literal Comprehension. Distribute copies of the following exercise. The children are to write the answers to the questions in the blanks. After the pupils have completed the exercise have them check their answers by looking them up in the story. Have them write the page number which they found the answer in the space provided.

Write the answers in the blanks.

- Page _____ 1. Where did Jane get the three packages? _____
- Page _____ 2. What kind of hat did Jane get? _____
- Page _____ 3. Where did Jane go in her daydream? _____
- Page _____ 4. What was in the ocean ahead of the ship? _____
- Page _____ 5. How did Jane save the ship? _____
- Page _____ 6. What happened to the ocean at the end? _____

Critical Comprehension. Print the sentences below on the chalkboard. Ask the children to read each sentence and decide whether it tells something that really could happen or something that is only make-believe. Call on individual pupils to come to the chalkboard and underline the make-believe sentences.

1. Jane got three packages at a party.
2. In one package was a big fierce dragon.
3. Jane wore her sailor hat when she took a bath that night.
4. Jane's hat turned into an ocean liner in her bath tub.
5. When Jane was eight years old, she was made captain of an ocean liner.
6. An iceberg was in the ocean close to a ship.
7. The iceberg was really a giant bar of Buoyant Beauty soap.
8. Some children used hot water to melt a bar of soap.

Creative Comprehension. Print this exercise on the chalkboard. The pupils are to read each paragraph and the words or phrases that follow it. Then they select and underline the one that best answers the question.

1. Some children are wearing colored hats and playing a game. One girl wins the game and gets a surprise package. Then the children sit down around a big table to eat hot dogs and hamburgers. There is a big cake with candles on the table. Where are the children?
at a football game at a birthday party at the circus
2. The sun has gone down. Stars are out. People watch beautiful fireworks in the dark sky. What time is it?
morning afternoon night
3. You turn a button. A screen lights up. You sit and watch a funny show. Lines dance

across the screen and spoil the picture. You turn another button and the picture is clear again. What are you doing?

telephoning watching TV listening to radio

4. Two of your friends are holding the ends of a rope. They turn the rope round and round. You jump up and down. The rope trips you and you are out. What are you doing?

skipping riding a bicycle fishing

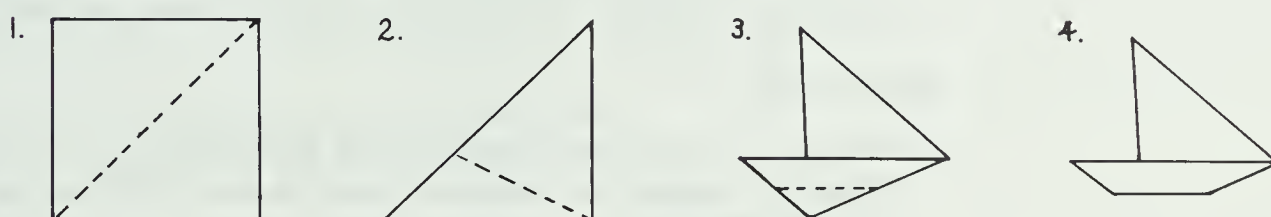
Listening. Explain to the children that you are going to play a listening game. Have the children sit in a circle. You will start the game by saying a sentence: "Jane went for a ride on a ship." The child next to you must say a sentence beginning with the last sound in your sentence: "Petunias grow beside the lake." The next child makes up a sentence beginning with a "k" sound: "Cake is my favorite dessert." Try to get the responses moving around the circle as quickly as possible.

INTEGRATIVE OPTIONS

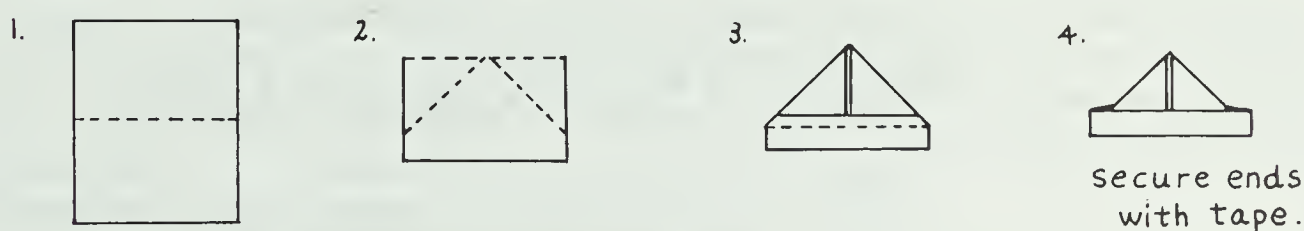
Visual Arts

Learning about Origami (Paper Folding). Guide the children slowly through these simple origami exercises. (It would be a good idea for you to practice them first yourself.) Each child will need a piece of square paper 15 cm × 15 cm for each object.

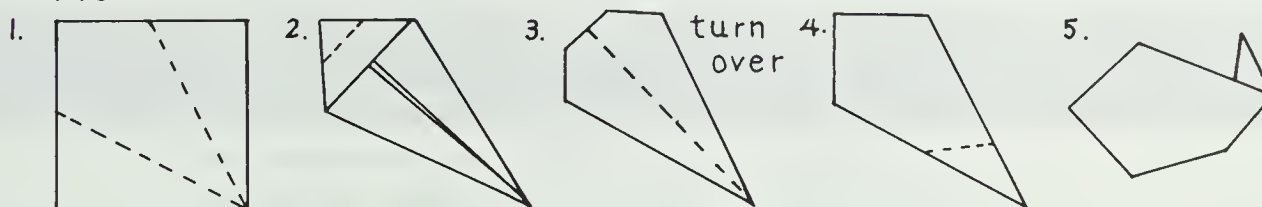
Sailboat



Hat



Fish



The children could color and/or add faces to their origami creations. They could also paste the object to a large piece of paper as part of a collage or torn-paper picture, or paint a background scene for it.

If the children are keen to try more origami — guided or on their own — there are a number of books available containing simple projects:

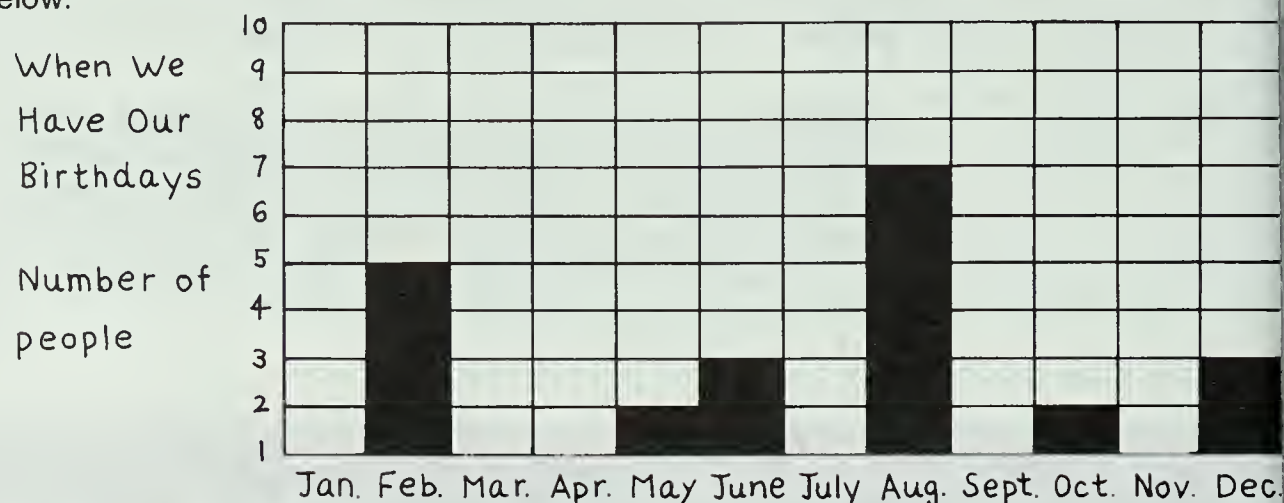
Massoglia, Elinor Tripato. *Fun-Time Paper Folding*. Children's Press.

Saras, Claude. *The ABC's of Origami – Paperfolding for Children*. Charles E. Tuttle Co. Inc.

Temko, Florence and Simon, Elaine. *Paperfolding to Begin With*. Bobbs-Merrill Co. Inc.

Recording Information on a Graph. "How could you show information about birthdays of children in our class on a graph? How can you show how many people have birthdays in each month of the year?"

Give the children whatever guidance they need in drawing up a bar graph similar to the one below.



Write the following questions on the chalkboard and have the children answer them using their graph.

1. How many people in our class have birthdays in January?
2. How many people in our class have birthdays in May?
3. In which month do no children in our class have birthdays?
4. In which month of the year do the most children in our class have birthdays?
5. In which month do the least children in our class have birthdays?
6. How many people in our class have birthdays during the two summer holiday months?

Book Center

Burningham, John. *Come Away From the Water, Shirley*. T.Y. Crowell.

A lively girl imagines many adventures at the beach while her staid mother keeps urging her to do this and that.

Censoni, Robert. *Cowgirl Kate*. Holiday House.

This "cowgirl" in the big city is full of surprises.

Segal, Lore. *Tell Me a Trudy*. Farrar, Straus, & Giroux.

Three funny tales about an eccentric girl named Trudy.

Tanager, Paul. *Two Pipers*. Dial/Delacorte.

A boy, girl, and their dog go on a dream excursion wherein all their wishes come true.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context and definition clues

Recognizing and identifying antonyms

Recognizing and identifying synonyms

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /k/**c**, /s/**c**, /s/**s**, /z/**c**, /g/**g**, /j/**g**

Recognizing and identifying the phoneme-grapheme correspondences /ou/**ou**, /ou/**ov**, /ō/**ow**

Recognizing and identifying prefix *re*

*Recognizing and identifying prefixes *un*, *dis*

Recognizing and identifying suffixes *er* (agent), *est*, *ly*, *y*, *ful*, *less*

Dividing words with two different medial consonants and words with medial digraphs

*Dividing two-syllable compound words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-11 for each pupil

Word cards for the exercise on /ou/ **ou**, /ou/ **ow**, /ō/ **ow**

Lined sheets of paper for spelling exercises and dictation

Spelling notebooks

Word Meaning

New Words: hurray, captain, package, Buoyant Beauty, command, ocean, ocean liner, above, uniform, ahead, course, loudspeaker, bubbles, colored, noticed, matter, pilot

Decodable Words: party, jelly beans, folded, iceberg, spyglass, drifted, Dutch, quilt

Enrichment Words: aye aye, repeated, gurgling, empty, unfolded

Give each pupil a set of cards numbered 1-11. Place on the board:

1. hurray
2. captain
3. package
4. ocean liner
5. uniform
6. course
7. loudspeaker
8. bubbles
9. colored
10. matter
11. pilot

Read the following sentences, making a marked pause where the word has been left out each time. Have the pupils find on the board a word that will make sense in the sentence and hold up the card that has the number of the word on it. When a word has been selected, read the sentence again with the word in it, as the pupils listen to make sure the correct word has been chosen.

A ship that sails across the sea is an _____.

The crowd shouted "_____!" when their team scored.

"I'm forever blowing _____."

The person in charge of a ship is called the _____.

If the ship followed that _____, it would hit the iceberg.

A synonym for parcel is _____.

The person who flies a plane is a _____.

Jan went to a dress-up party wearing a sailor's _____.

The captain made an announcement over the _____.

Bob _____ the sky blue and the grass green in his picture.

What's the _____? Why are you crying?

Recall with the pupils that words having opposite meanings are called *antonyms*. Demonstrate using *big-little*, *light-dark*, *hard-soft*.

Put the following on the board:

- | | |
|----------------|------------|
| _____ above | 1. forward |
| _____ ahead | 2. happy |
| _____ asleep | 3. below |
| _____ backward | 4. awake |

_____ dirty
 _____ edge
 _____ miserable
 _____ wizard

5. witch
 6. behind
 7. middle
 8. clean

Point to each word in the left-hand column in turn. Have the pupils find in the right-hand column a word that has the opposite meaning. When the antonym has been located, put a number on the line.

Ask pupils to use some of the pairs of antonyms in oral sentences to show their opposite meanings. For example:

That room is dirty.
 That room is clean.

Recall that, just as there are words that have opposite meanings, there are words that have the same, or almost the same, meaning. These words are called *synonyms*. Demonstrate using *little-small*, *large-big*, *grass-lawn*.

Place the following on the board:

_____ ocean
 _____ command
 _____ battle
 _____ done
 _____ miserable
 _____ terror
 _____ wharf
 _____ noticed

1. unhappy
 2. fight
 3. dock
 4. sea
 5. saw
 6. order
 7. fright
 8. finished

Follow the same procedure as in the previous exercise to match up the synonyms. Have some pairs of synonyms used in sentences to show the synonymous meaning. For example:

He sailed across the ocean.
 He sailed across the sea.

Place *buoyant*, *course*, and *above* on the board and have them pronounced. Call attention to the following points: *buoyant* — the *u* that doesn't represent a sound in the word; *course* — the *ou* representing the /ôr/ sound as in *horse* and the final *e* that doesn't represent a sound in the word; *above* — the *o* standing for the unglided /u/ sound and the final *e* that doesn't represent a sound in the word.

Phonemic Analysis

Recall that the letters *s*, *c*, and *g* can each represent more than one sound. Demonstrate with *horse* and *wise*, *cat* and *city*, *give* and *giant*.

Print *horse* and *wise* on the board as headings. On another section of the board print the following words:

course	miserable	bubbles
reason	opposite	sewed

Call upon pupils to read each word aloud and tell whether it belongs under *horse* or *wise* according to the sound *s* stands for in it. Each time, have all the pupils raise their hands if they agree that the word belongs under the heading suggested. When the hands go up, print the word under the designated heading.

Follow the same procedure in identifying the sound *c* stands for and the sound *g* stands for.

For *c*, use *cat* and *city* as headings, and the following words:

magic	captain	decided
notice	balcony	iceberg

For *g*, use *give* and *giant* as headings, and the following words:

biggest	iceberg	package
giraffe	manager	gone

Print *out*, *cow*, and *snow* on the board. Have each word pronounced and the two letters that stand for the vowel sound identified by spelling.

Make enough word cards so that each member of the group will have at least two. Be sure to have a good representation of each correspondence. Words such as the following may be used.

flour	clouds	down	below	know
mouse	loud	powerful	slow	mowing
ouch	sound	how	blow	own
mountain	doubt	clown	crow	show
proud	couch	town	grown	throwing

Distribute the word cards, at least two to a pupil. Arrange the pupils in a circle. Choose a pupil to start the game. That pupil shows one of his or her cards to the pupil on the right. The pupil on the right must pronounce the word and identify, by spelling, the two letters that stand for the vowel sound heard in the word or in the stressed syllable of the word. When this has been done, that child shows one of her or his cards to the pupil on her or his right. And so on. If you wish the game to continue beyond twice around the circle, have the pupils exchange cards at random.

If a pupil mispronounces a word or fails to identify the letters representing the vowel sound, let a volunteer read the word and identify the letters, and continue the game. Note the pupils who make errors, and give them extra practice when time is available, perhaps having them work with partners. The cards made for the game may be used for this purpose.

Structural Analysis

Elicit from the pupils that a prefix is a word part added to the beginning of a root word to impart a different meaning. Recall that the prefix *re*, added to the beginning of a root word, gives the meaning *again* or *back*. Demonstrate with the words *replay* and *repay*.

Place the following words on the board:

call	order	thread
fresh	place	told
move	teach	painted

Point to each word in turn. Call on a pupil to read the word, then add *re* to the beginning of the word and pronounce it. Ask two or three pupils to use the prefixed form in oral sentences.

Explain that there are other prefixes that can be added to words. Write *happy* on the board and have it pronounced. Add *un* to the word and elicit that the meaning of this word is "not happy." Write *tie* on the board and have it pronounced. Add *un* to the word and elicit that the prefixed form means "undo or loosen."

Help the pupils to generalize that *un* is a prefix which means "not" or "back, the reverse of"; that *un* added to a root word changes the meaning to the opposite of the meaning of the root word.

Read the following sentences and have the pupils supply the final word, using the prefix *un*.

- If someone is not kind, we say he is _____.
- If you undo something that is rolled, you _____ it.
- If a question is not answered, we say it is _____.
- If you undo a folded newspaper, you _____ it.
- If something is not fair, we say it is _____.
- If you undo a wrapped package, you _____ it.
- If a package is not opened, we say it is _____.
- If bread is not sliced, we say it is _____.

As each word is supplied, print it on the board. After all the sentences have been completed, have the words on the board pronounced and the prefix and root word identified each time.

Introduce *dis* as another prefix that imparts an opposite meaning. Write *please* on the board. Discuss its meaning in terms of making others happy and satisfied. Ask the pupils to tell what the opposite of *please* might be. Elicit the word *displease* and write it on the board.

Recognizing and
identifying suffixes er
(agent), est, ly, y, ful,
less

Place the word *obedience* on the board and discuss its meaning. Ask the pupils to suggest a word that means the opposite of *obedience*. Elicit *disobedience* and write it on the board. Write on the board *displace*, *disorder*, and *dislike*. Have the pupils read each word, identify the root word and the prefix, and use the word in an oral sentence. Elicit from the pupils that a suffix is a word part added to the end of a root word. Place the following on the board:

Add <i>er</i> to:	Add <i>est</i> to:	Add <i>ly</i> to:
cobble	pretty	bubble
command	thin	secret
sunny	sure	noisy
Add <i>y</i> to:	Add <i>ful</i> to:	Add <i>less</i> to:
dirt	color	rest
shine	beauty	use
run	use	friend

Point to words at random and call upon a pupil each time to read the word, pronounce the word with the indicated suffix added, and spell the suffixed form. Have some of the suffixed words used in oral sentences.

Syllabication

Dividing words with two
different medial
consonants and words
with medial digraphs

Review with the pupils how dividing words into syllables can aid in the decoding of unfamiliar words.

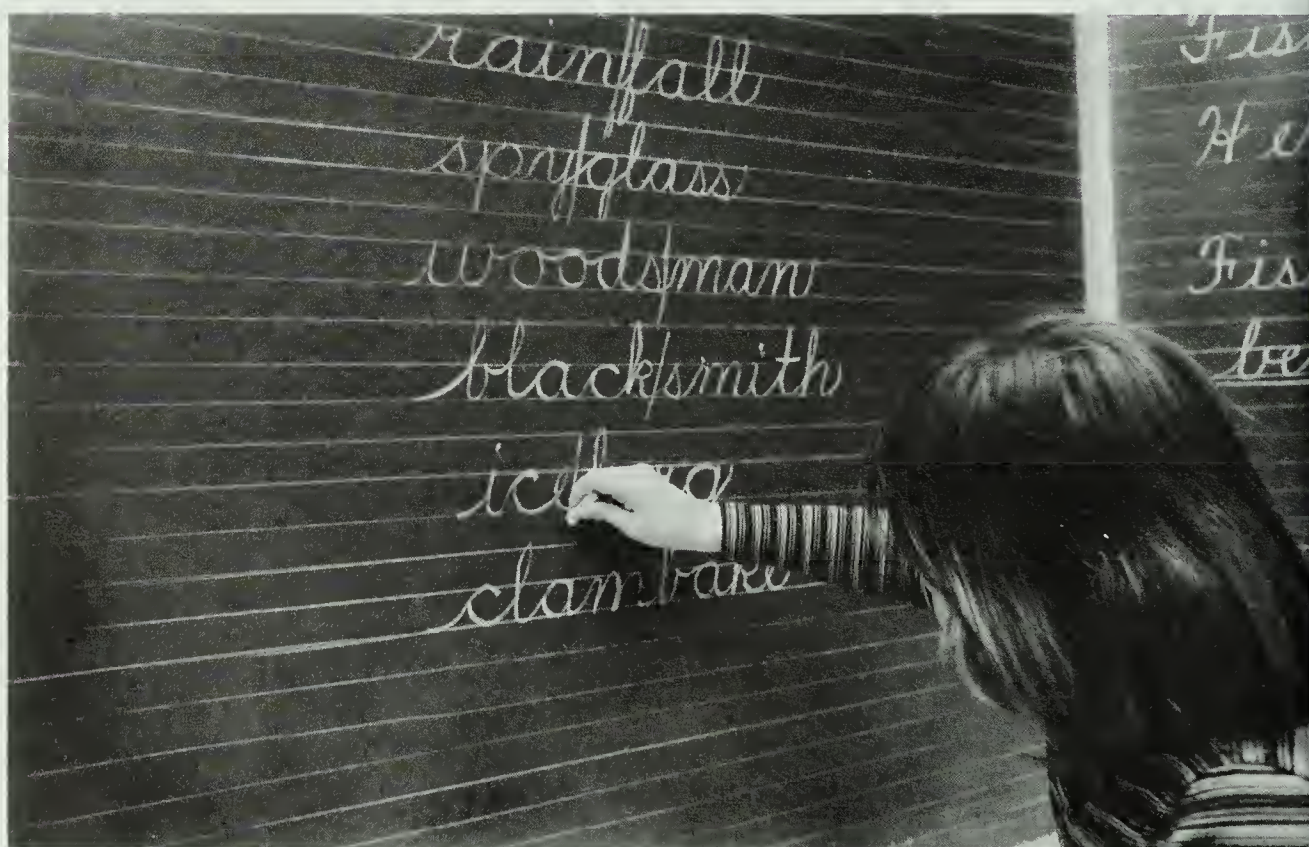
Place the following words on the board and have the pupils indicate where each one should be divided into syllables.

hurray	chimney	candy	matter
thunder	command	chicken	butcher
captain	package	fortune	silver

Dividing two-syllable
compound words

Now place these words on the board:

rainfall	woodsman	iceberg
spyglass	blacksmith	clambake



Have the words read and elicit that they are all compound words. Point out that it is easy to remember where to divide compound words into syllables. They are simply divided between the two words. Demonstrate by drawing a diagonal line between the two words in *rainfall* — *rain/fall*. Have the pupils tell where the other words should be divided and draw a diagonal line each time.

Spelling

Write *above* on the board and have it pronounced. Discuss the spelling of the word, calling attention to the prefix *a*, the *o* representing the unglided /u/ sound, and the silent *e* at the end. Have the word used in an oral sentence. Then ask the pupils to enter *above* in the list of useful words in their spelling notebooks.

Write *captain* and *pilot* on the board and have them pronounced. Discuss the spelling of the words, calling attention to the *ain* in the unstressed syllable of *captain*; the *i* representing the glided /ī/ sound and the *o* in the unstressed syllable of *pilot*. Ask the pupils to copy each word five times on their worksheets, checking each time to be sure the letters are all in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to the following:

The pilot flew the plane from Montreal to Vancouver. pilot
Jane dreamed she was captain of an ocean liner. captain

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. Encourage the pupils to review such words often.

LANGUAGE DEVELOPMENT

Objectives

- Recognizing and identifying tag phrases and direct speech; noting punctuation
- Recognizing and identifying words denoting sequence of events
- Noting use of bold type in text
- Recognizing and identifying command sentences
- Recognizing, identifying, and producing variation in sentence patterns
- Recognizing and identifying nouns and verbs; subjects and predicates
- Recognizing, identifying, and producing complex sentence patterns using the connectives *when, until, while, as, after, because, and although*
- Recognizing and identifying pronouns and their antecedents
- Recognizing, identifying, and using adjectives
- Recognizing and identifying use of periods, commas, question marks, quotation marks, and exclamation points; punctuating sentences
- Recognizing, identifying, and using homonyms

Materials Needed

- The readers
- Colored chalks
- Lined paper for each child in the group

Sentence Awareness

Have the children turn to page 62 in their texts and read the part of the story beginning with the words *Jane looked down*. Then direct attention to the fourth line from the bottom.

“Who is speaking in this line? How do you know? What words tell you that Jane is speaking?”

Recognizing and
identifying words
denoting sequence of
events

"Who is speaking in the next line? Read the words that tell us who is speaking."

Ask the pupils to turn to page 63 and read the first paragraph.

"Who is speaking in this part of the story? What did Kate say? Read the exact words she said." Have one or two volunteers read Kate's words, while the other children listen sure that only direct speech is included in the reading.

"How do you know that these are the words that Kate said?" Elicit that the "said" phrase and the quotation marks at the beginning and end of Kate's words tell us exactly what she said.

Have the pupils look through the story to find and read other words that tell who is speaking and to find and read direct speech. Ask the children to point out words other than *said* to identify speakers and their words (thought, asked, replied, repeated, ordered, cried).

Recall that the "said" phrase can come at the end of what was said, at the beginning, or in the middle. Have the children refer to specific examples in the text. In each example discussed, ask the children to note the position of the quotation marks and other punctuation.

Direct the children to turn to their readers again and read the fifth paragraph on page 63.

"What happened in the part of the story you just read?"

"What word at the beginning of this paragraph tells you that Jane wore her hat at the same time that she took her bath?" (When)

Ask the children to read the last paragraph on the page and find a sentence using the word *when*. Have them tell what actions this word joins.

"Now turn to page 64 and read the first four lines."

"The ship moved closer and closer to the iceberg and then Jane could read the words *Buoyant Beauty*. What word tells you *when* Jane could read the words *Buoyant Beauty*? (Soon)

"Now read the first paragraph on page 65."

"The ship was almost upon the iceberg and was going to hit it. What happened right after that? What word tells you that this was the very next thing that happened?" (Then)

Have the pupils turn to page 66 and read the paragraph beginning with *As the ship*.

"What happened in this part of the story?"

"Did the ship move forward and the bubbles float onto the deck at the same time or at different times?"

"What word tells you that these two things happened at the same time?" (As)

Ask the children to turn back to page 60. "What words on this page are printed in a different way than the rest of the words are printed? What is different about the way the words *Buoyant Beauty* are printed? "Why do you suppose the words are printed in a darker, heavier way?"

Noting use of bold type

Sentence Building

Print the following sentence on the chalkboard: Bring me some soap.

Recall with the group that there is a special kind of sentence we use when we want to tell someone to do something, and then have the pupils read the sentence on the chalkboard. "What does this sentence tell you to do?"

"If someone says 'Bring me some soap,' he or she is ordering or commanding you to bring us some soap. Here are two other sentences that command you to do something." Print sentences such as the following under the first one on the chalkboard.

Wait for Curt.

Take the letter to the mailbox.

"Read the sentences I just printed on the board. What does the first one order or command you to do? What does the second one command you to do?" Encourage the pupils to compose other command sentences and print each one on the chalkboard as it is given.

Have the children turn to the reader and locate command sentences from the various stories on pages 34, 53, 54, 63, 64, 65, and 66.

Print the following sentences on the chalkboard and ask pupils to read them aloud as others follow along.

Inside the third package, there was a cake of white soap.

There was a cake of white soap inside the third package.

Recognizing,
identifying, and
producing command
sentences

Recognizing,
identifying, and
producing variation in
sentence patterns

Elicit from the children that both sentences contain the same words but that the words *inside the third package* and *there was a cake of white soap* appear in a different place in each sentence. Establish that despite the difference in word order, both sentences have the same meaning and both sentences make sense.

Refer to the following sentences on the chalkboard and direct attention to the first one.

1. When she took her bath, Jane wore a hat.
2. When she stirred the water, the ship seemed to sail.
3. Jane saw miles of water everywhere she looked.
4. "Cut the engines!" Jane ordered.
5. There's an iceberg ahead, Captain.
6. Jane came home with jelly beans, a hat, and a cake of soap.
7. Nick and Mary watched TV that night.

Have the pupils read the sentence aloud, and then formulate a new one by rearranging the words. (Jane wore a hat when she took her bath.) Print the new sentence on the chalkboard beside or under the original one. Ask a child to read the new sentence aloud, while the others follow along to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new sentence.

Continue in the same manner with the rest of the sentences.

Print the following sentences on the chalkboard:

1. Jane stood up.
2. Jan looked down.
3. The ship sailed.
4. Many girls and boys played ball.
5. The Baker was making bread.
6. Mr. Mugs is running away.

Have the children read the first sentence. "What word in this sentence tells us the name of someone?" Have a child underline the word *Jane* with colored chalk.

"What part of the sentence tells us what Jane did?" Accept the answer *stood* or *stood up*. Have another pupil place two lines under the word(s) with chalk of a different color.

Continue in a similar manner with the rest of the sentences. In the third sentence, accept *The ship* or *ship* as the "name word(s)." In the fourth sentence, accept *Many girls and boys*, *girls and boys*, or *girls* and *boys* as the "name words." Accept *played* or *played ball* as the "doing word(s)." In the fifth sentence, accept *was*, *was making*, or *was making bread* as the "doing word(s)."

Print the following exercise on the chalkboard. Have the pupils read silently each pair of sentences and the connectives on the right.

- | | |
|--|----------|
| 1. Jane sank into the tub. The water came up to her chin. | because |
| 2. Everyone waved good-bye. The train pulled away from the station. | although |
| 3. The funny clown wore his gloves. He took a bath. | until |
| 4. John will sweep the floor. Jane makes the beds. | after |
| 5. Kate went to the park. It stopped raining. | as |
| 6. The children were nervous. The ship was almost upon the iceberg. | when |
| 7. The knights went after the little dragon. They didn't want to slay him. | while |

Direct the children to form each pair of sentences into one sentence, using a connective listed on the right. Give whatever guidance is necessary to have the children form the complex sentence. Print the newly-formed sentence on the chalkboard as it is given by the pupils, have the sentence read again, and then have the group note what changes occurred in punctuation, capitalization, and wording. More than one connective may be used correctly in most of the sentences.

Print the following groups of sentences on the chalkboard and have the pupils read them silently.

1. Kate and Jane went to the zoo. Kate and Jane saw giraffes and tigers.
2. Jane would like to be a captain on a ship. Jane would like to be a pilot too.

3. The ship is sailing on the water. The ship is near an iceberg.
4. The Cobbler worked and sang at the same time. Then the Cobbler hammered his thumb.
5. Mary and I have fruit and cheese for lunch. Mary and I have some milk too.
6. The new bike is in the garage. The bike is green and yellow.
7. A girl was at the steering wheel of the ship. The girl had on a sailor's uniform. The name was Kate.

Direct attention to the first two sentences. "What small word can you use in the second sentence to take the place of the words *Kate and Jane*?"

Have a child read the sentences aloud, replacing the underlined words in the second sentence with a pronoun. Erase the words *Kate and Jane* and print the pronoun *They* in its place.

"Now read the sentences again. Do they sound better when you use *They* in the second sentence? Why do you think they sound better?"

Continue in a similar manner with the rest of the groups of sentences.

Print the following exercise on the chalkboard and have the pupils read the sentences silently.

1. Sandy read a story.
Sandy read an exciting story.
2. Clifford ate a cookie.
Clifford ate a chunky, peanut cookie.
3. Jane saw an iceberg.
Jane saw a _____ iceberg.
4. She was on the deck of a ship.
She was on the deck of _____ ship.
5. She had on a uniform.
She had on a _____ uniform.
6. The bubbles rose into the air.
The _____ bubbles rose into the air.

Have a child read the first pair of sentences aloud. "What did Sandy do?"

"What word in the second sentence tells us something or gives us some information about the story that Sandy read?" Have another pupil underline the word *exciting*.

"Do you like the first sentence or the second sentence better? Why do you like the second sentence better? Why does it sound better with the word *exciting* in it?"

Discuss the second pair of sentences in a similar manner.

Have a volunteer read the first sentence in the third pair. "What did Jane see? What word can you put in the blank space that will tell us something interesting about the iceberg Jane saw?"

Encourage the children to suggest one or more adjectives to describe the word *iceberg*. Print the adjectives in the blank space. "Now which of the two sentences do you like better? Why do you like the second one better?"

Have the pupils complete the remainder of the exercise in a similar fashion. The exercise may be finished orally, or the pupils may print the sentences on their papers.

Punctuation

Place the following sentences on the chalkboard, and have the pupils read them silently and aloud. Guide the pupils as they take turns inserting the correct punctuation marks in the first three sentences. Then have them print the remainder on their papers, adding the punctuation marks as they do so.

1. Kate said Do you see the iceberg
2. Please come to my party said Jim
3. Ready all fire hoses called the first mate
4. The children cried Hurray for Captain Jane
5. Where did the bubbles come from
6. The water in the tub made a gurgling sound
7. Is everyone aboard

Recognizing,
identifying, and using
adjectives

Recognizing and
identifying use of
periods, commas,
question marks,
quotation marks, and
exclamation points;
punctuating sentences

Homonyms

Print the following words on the chalkboard in columns as shown.

our	break
their	would
night	two
or	hour
wood	blew
to	there
eight	knight
brake	oar
blue	ate

Direct attention to the first word in the left-hand column. Have the children read the word silently, and then find a word in the right-hand column that sounds like *our* but is spelled differently and has a different meaning. When the pupils have identified the two words, have them print the homonyms on their papers in this manner: *our — hour*.

Continue in a similar fashion until all the homonyms have been identified. When the exercise is finished, have the children use some of the homonyms in sentences.

WRITING

Objectives

Learning to write the letter *q*

Giving directions, oral and written

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebooks

Lined papers and notebooks for personal writing

Crayons and paints

Slips of paper as suggested under "Creative Writing"

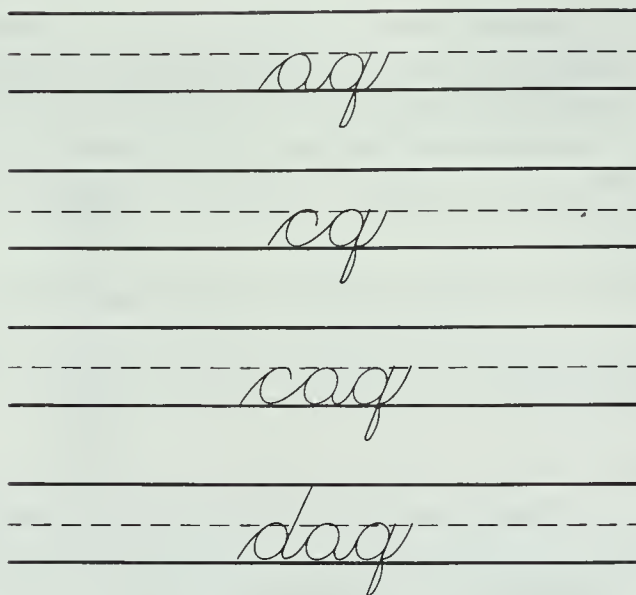
Personal Journals

Handwriting

Teach the pupils how to write the letter *q*, following the procedure established in the first two lessons.



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations. Use the procedure suggested for the demonstration and practice of a single letter. Pay particular attention to the formation of the joining strokes and give the pupils whatever guidance is necessary to form the combinations correctly.



Directed Writing

Giving oral and written directions

Have the children recall the three items that Jane brought home from the party. Ask pupils whether they have ever made a folded-paper hat or any other folded-paper item, and then briefly tell about the things they made. Ask two or three of the pupils to explain how they made their paper hats or other items.

Using the pupils' suggestions, list on the chalkboard step-by-step directions for one or more activities such as the following:

making a paper hat
taking a bath
watering the grass
using a spyglass
putting on a sweater

opening a package
erasing an error on a paper
steering a ship
boiling an egg
playing catch

Have the pupils mime the activity first, and then tell each step of the directions in sequence. Print the directions on the chalkboard as they are given by the pupils; direct the group continually check them to be sure every necessary step has been included.

The directions for making a paper hat might begin as follows:

Take a piece of paper 55 cm long and 40 cm wide.
Fold the paper in half either way.

List on the chalkboard several of the above activities for which directions have not been previously given. Print the first step or the first two steps of the directions under each activity. Have the pupils work in pairs, select one or more of the activities, and write the directions on their papers or notebooks. Let them use the completed chalkboard directions as models.

After the pupils have written their directions, let them take turns reading the instructions aloud, while the others follow the step-by-step procedures to do or mime the activities.

Creative Writing

Personal Writing

Have the children work on their own or in pairs to write directions for familiar make-believe activities such as eating an ice-cream cone, brushing teeth, making an iceberg, petting a dragon, or any of the activities listed under "Directed Writing" not previously selected. Erase the chalkboard models and encourage the pupils to write as much as possible without referring to the directions they wrote earlier.

Ask the children to make a list of the kinds of toy hats they might receive for a birthday party favor or prize; for example, knight's helmet, magician's top hat, Mountie's hat, fireman's hat, cowboy's hat. Have each child choose one hat from the list and write an adventure he or she might have while wearing the hat. Have the pupils illustrate their stories and share them with the group.

Ask the children to think of other things that Jane might have found in the packages she got at the party. Print each object named on a separate piece of paper. Place all the papers in a hat or box and have each child draw one or more slips of paper. Suggest that the pupils write an imaginative daydream story in which the objects they selected play an important part.

Have the pupils recall the end of the reader story and suggest that they write about Jane's next daydream adventure as the pilot of a jet plane.

Encourage the children to make entries in their Personal Journals and provide time for them to share their writing, if they wish to do so.

Personal Journal

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying the phoneme-grapheme correspondences /s/**s**, /z/**s**, /k/**c**, /s/**c**, /g/**g**, /j/**g**

Deliveries

Objective

Recognizing and identifying the phoneme-grapheme correspondences /s/**s**, /z/**s**, /k/**c**, /s/**c**, /g/**g**, /j/**g**

Number of Players

One

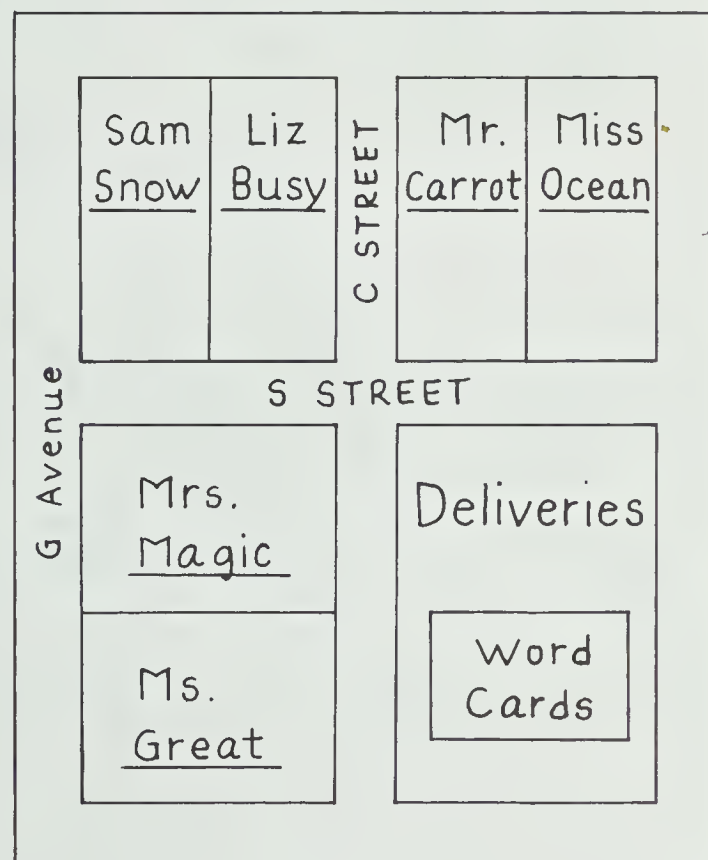
Materials Needed

One "Deliveries" board

A set of word cards with words such as: *sew, soap, suds, side, sweep, signed; cosy, easy, busier, his, isn't, wasn't; cobbler, captain, command, course, fact, country; celebration, ocean, notice, pencil, excited, palace, decide; manager, edge, bridge, vegetable, gentle, large; raggedy, swagger, garden, group, greedy, gurgled*

Procedure

The player delivers each card to the correct house by matching the word on the card with the key word on each house.



Decoding Skills:
Phonemic Analysis

INQUIRY SKILLS

Using the table of contents
Identifying nursery rhyme
Developing purpose for reading
Observing picture details
Reading and discussing text; recalling details
Drawing inferences
Identifying location for field trip
Formulating questions
Discussing use of data sheet, gathering supplies
Answering question using data sheets
Making pictorial and written records
Reporting orally; making a display
Evaluating data sheets, field trip, projects
Appreciating markets; comparing markets and grocery stores; valuing markets

INTEGRATIVE OPTIONS

Environmental Studies: Social Studies — developing map skills
Science — studying growing seeds
Mathematics — solving word problems; estimating masses
Visual Arts — making seed pictures, vegetable puppets
Books — reading independently

DECODING SKILLS

Recognizing and identifying new words
*Recognizing and identifying phoneme-grapheme correspondences /ā/ei, /ā/eigh
Recognizing and identifying vowel sounds controlled by *r*
*Recognizing and identifying prefix *pre*
Recognizing and identifying prefixes *re*, *un*, *dis*
Recognizing and identifying plural forms *s*, *es*
Dividing two-syllable compound words; noting use of syllabication in decoding words

LANGUAGE DEVELOPMENT

Recognizing and identifying uses of apostrophes
Recognizing, identifying, and using nouns and verbs; subjects and predicates
Recognizing and identifying uses of periods, commas, question marks, quotation marks, apostrophes, and exclamation points; punctuating sentences
Recognizing, identifying, and producing alphabetic sequence

WRITING

Learning to write the letter *o*
Integrating speaking, writing, reading, and listening relationships to build a vocabulary chart
Composing "sensory poems"
Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing syllables in two-syllable compound words

Literary Appreciation**

Relating picture and story
Drawing inferences about story situation
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /ā/ei, /ā/eigh

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

ENVIRONMENTAL STUDIES

Objectives

Using the table of contents
 Identifying nursery rhyme
 Developing purpose for reading
 Observing and discussing picture details
 Reading and discussing text; recalling details
 Drawing inferences
 Identifying location for field trip
 Formulating questions
 Discussing use of data sheet; gathering supplies
 Answering the question using data sheets
 Making pictorial and written records
 Reporting orally; making a display
 Evaluating data sheets, field trip, projects
 Appreciating markets; comparing markets and grocery stores; valuing markets

Summary Chart of Research Activity

Starting Point	Questions	Collecting Information	Organizing Information	Presenting Information	Evaluating	Valuing
Reading and discussing text selection	What things can you buy at the market? What jobs do people do at the market?	Completing data sheets during field trip	Answering the questions; making charts, and pictorial records	Reporting orally; making a bulletin board display	Discussing use of data sheets and field trips; evaluating projects	Appreciating markets; comparing markets to grocery stores

Since this is an inquiry lesson, it requires an approach different from that used with previous lessons. It may be done with the entire class or with only one reading group. As the lesson is a springboard for a field trip, be sure you plan in advance what materials will be needed and what other arrangements must be made.

Starting Point

Have the pupils find the title of the selection in the table of contents. Ask a volunteer to read the title for the group.

Ask the children if they know the nursery rhyme from which the title is taken. If a member of the group knows the rhyme, have him or her dictate it as you write it on the chalkboard for the others. If no one knows the rhyme, say it for the children and write it on the chalkboard. Then have the pupils read it.

To market, to market, to buy a fat pig,
 Home again, home again, jiggety-jig.
 To market, to market, to buy a fat hog,
 Home again, home again, jiggety-jog.
 To market, to market, to buy a plum bun,
 Home again, home again, market is done.

Discussing markets

Developing purpose for reading

Observing picture details; reading and discussing text

Identifying location for field trip

Formulating questions

Have a discussion with the children about markets. "What is a market? What different of markets do you know about? Which of these markets have you visited? Tell us them."

Ask the pupils what they would like to find out by reading the story. They will probably to know what kind of market it is about. Do not develop a question box for this lesson.

Ask the pupils on what page the selection begins. Then have them turn to the selection. The children look through the illustrations quickly to identify the type of market.

Go through the selection with the group page by page, discussing the photographs, having the pupils read the text orally and expressing their reactions to it. If none of the students recognize the language on the sign on page 72, you may point out to them that it is Romanian.

Questions

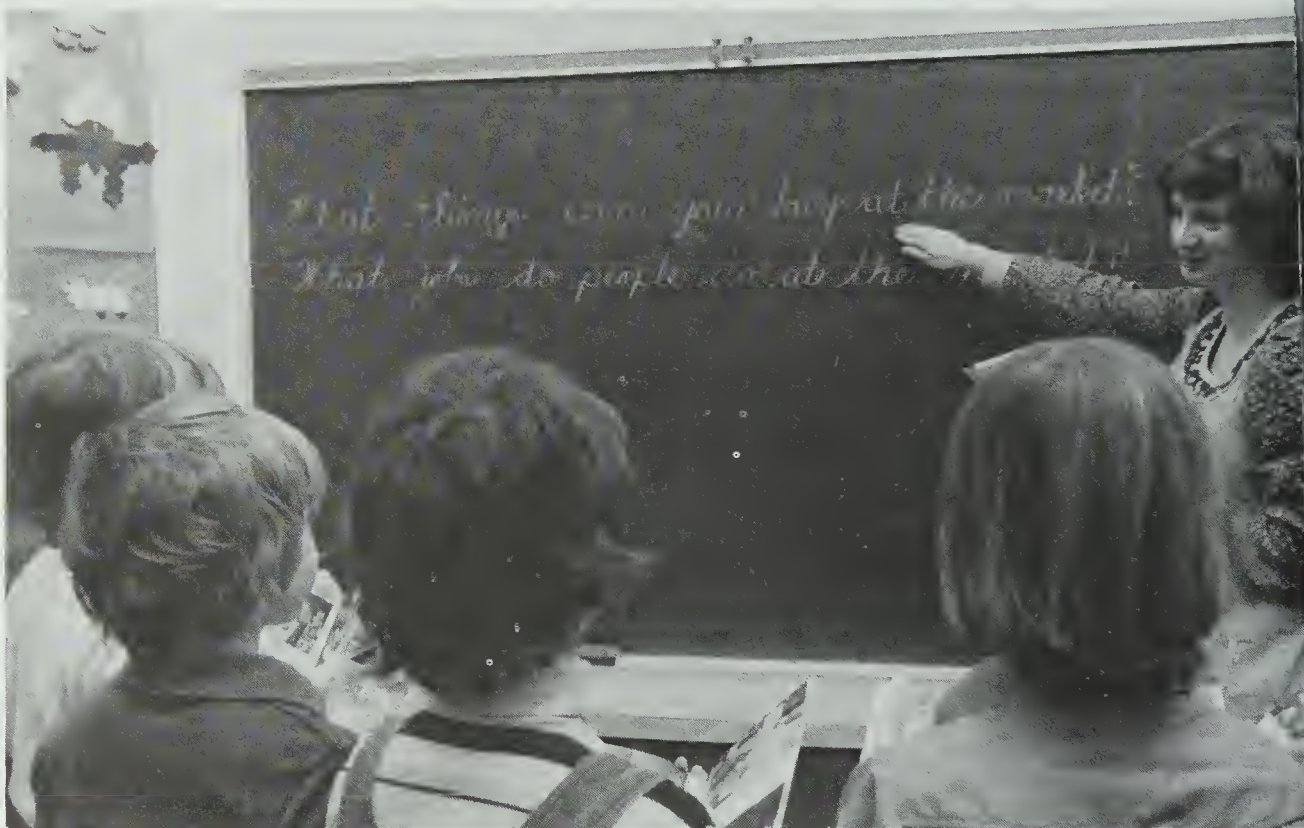
Ask the pupils how they can find out for themselves what a farmers' market is like. They will probably suggest visiting such a market in your area.

Help the children formulate questions as a basis for their research. The questions should be worded somewhat as follows:

What things can you buy at the market?

What jobs do people do at the market?

When the questions have been posed, write them on the chalkboard and have the pupils read them. Leave the questions on the board for reference when the children return from the excursion.



Collecting Information

Discussing use of data sheet

Before it is time to go on the excursion, ask the pupils what they think they should do to show and help remember the various things they see. They will probably suggest making a pictorial or written record as they go through the market. Have the children prepare data sheets by dividing a piece of paper into sections for pictures or making a simple chart for written notes.

Divide the children into two subgroups. Let one subgroup take the first question as the basis for their research, while the other takes the second question.

Ask the pupils what things other than the data sheets they will need on the excursion and have them collect these items (pencils, crayons and folders or clip boards for data sheets).

During the excursion, give the pupils whatever guidance is necessary to complete their picture or written data sheets.

Organizing Information

When the children are back in the classroom, refer to the research questions they posed. "Did we find out what we wanted to know?" Have the pupils discuss their findings, using their data sheets to tell about the different wares sold at the market and the jobs they observed people doing there.

Let each subgroup discuss and decide what kind of record they would like to make of their excursion and findings. A cooperative chart or story should be composed by each subgroup. The subgroups should also make pictorial records — paint pictures, make a painted or cut paper mural, collect newspaper and magazine pictures for a collage, or make a model of the market.

Presenting Information

Have the pupils take turns using their pictures, models, or murals to give oral reports describing their excursion and findings. If the children worked together to make a project, have one member of each subgroup report to the rest of the group or class.

Let the children make a bulletin-board display of their projects.

Evaluating

Through discussion have the pupils evaluate various aspects of this project.

"Did you have any problems making your data sheets? What were they?"

"What would you like to do in a different way the next time you collect information on a data sheet? Why?"

"What would you like to do in a different way the next time you go outside the classroom to collect information? Why?"

"What did you like best about the project your group did? How do you think it could be improved?"

Valuing

"What new and interesting things did you learn about during your visit to the market?"

"How is a market similar to a grocery store? How is it different?"

"Is a market or a grocery store more fun to shop at? Why?"

"Do you think it is important to keep markets like these going in the future? Why?"

INTEGRATIVE OPTIONS

Developing Map Skills. Obtain a map of your area. Have the children locate and mark on the map the route they followed to get to the market.

Studying Growing Seeds. Have the pupils line jars with wet paper toweling; put seeds obtained from the market (lima beans, radish seeds) between the paper and the wall of the jar. To keep the paper towel moist, have the children maintain a water level of about 2 cm in the jar.

Have the children watch the seeds and record their progress on a chart.

Several jars could be used in the following experiments:

1. How does warmth affect seed germination and growth? Have the children place one jar

in the refrigerator and another jar in a warm spot. Then have them note and compare the rate of growth of the seeds in both jars.

2. How does air affect seed growth? When the seeds in two jars have started to germinate, have the children close one jar tightly. "What happens to the seeds in the open jar? What happens to the seeds in the closed jar?"

3. Do seeds always grow with their stems up and their roots down? Have the children plant several seeds which have sprouted upside down and watch how the stems and roots start to grow.

Mathematics

Solving Word Problems. Make up several problems with a market theme, similar to the following:

Andy went to the market to buy 3 bunches of carrots. Each bunch cost 40¢. How much money did Andy spend for the carrots?

Write the problems on the chalkboard. Have the children work out the problems, and then discuss and compare their answers.

Let the children make up their own word problems. They can then exchange problems and work out the answers.

A fruit and vegetable stand with items for sale and price signs could be set up in the classroom. The children could base the problems they make up on the items sold at the stand. The mathematical problems could then be acted out with customers buying from the vendor who would make change. The children could make play money out of paper or cardboard for their transactions.

Estimating. Have a short discussion with the group about the metric units for measuring mass. Have standard units of mass available for the children to handle (for example, 5, 10, 100, 250, 500, 1000 g masses).

Then set out a number of fruits and vegetables brought back from the market. Have each child lift an item and estimate its mass in kilograms. Have each child make a chart using the following headings to record his or her estimates: Fruit or Vegetable, Estimate (kg), Mass (kg).

Then have the children find the mass of each fruit or vegetable and record the actual mass on their chart. Let the children discuss and compare their charts and the accuracy of their estimates.

Visual Arts

Seed Pictures. Save the seeds of vegetables you purchase at the market — pumpkins, squash. Ask the children to save and bring seeds from home — apple, orange, and grapefruit pips, vegetable seeds, cherry and plum pits, and so on. Other materials found in nature could also be collected — twigs, lichens, pieces of bark, cones, milkweed and seed pods, or needles and leaves.

Have the children use these materials to make pictures. First let the children plan the picture by laying out the seeds and other materials on the paper in the desired patterns. Then provide them with glue with which to fasten the materials to the paper.

Vegetable Puppets. Let the children make faces on vegetables and fruits (carrots, apple, celery, or beets) with bits of cut felt. Paper hats, yarn hair, or bow ties could also be stuck on the faces.

The children could then prepare and act out short skits using these fruit and vegetable people. For example, the puppets could tell their life story from the time they were planted to seeds. The fruits and vegetables could talk about the sights and sounds around them as they wait to be purchased at the market.

Book Center

Craft, Ruth. *Brueghel's The Fair*. Lippincott.

The author interprets this famous painting, a section at a time, in simple verse form.

Mandry, Kathy and Joe Toto. *How to Grow a Jelly Glass Farm*. Pantheon.

Lavina, Sigmund. *A Beginner's Book of Vegetable Gardening*. Dodd & Mead.

Steig, William. *Farmer Palmer's Wagon Ride*. Farrar, Straus, & Giroux.

Farmer Palmer and his hired hand have many harrowing adventures on their way to market.
Stevenson, Peter and Mike. *Farming in Boxes*. Scribner's.

Swenson, Allan. *Allan Swenson's Big Fun to Grow Book*. McKay.

Tate, Carole. *Strawberry Fair: And Other Rhymes and Ballads*. Collins & World.

Watson, Nancy Dingman. *Blueberries, Lavender, Songs of the Farmer's Children*. Addison-Wesley.

DECODING SKILLS

Objectives

Recognizing and identifying words, using relationship clues

Recognizing and identifying words, using classification

*Recognizing and identifying phoneme-grapheme correspondences /ā/ei, /ā/eigh

Recognizing and identifying vowel sounds controlled by *r*

*Recognizing and identifying prefix *pre*

Recognizing and identifying prefixes *re*, *un*, *dis*

Recognizing and identifying plural forms *s*, *es*

Dividing two-syllable compound words; noting use of syllabication in decoding words

*Introduction to new element

Materials Needed

Lined worksheets for the exercise on vowels controlled by *r*

Word Meaning

Enrichment Words: unloads, vegetables, cauliflower, radish, believe, squash, vendor, language, pastries, delicious, different, suit, enjoyed

Place the following columns of words on the board:

_____ butcher	1. ship
_____ captain	2. electricity
_____ detective	3. meat
_____ electrician	4. clues
_____ manager	5. ocean
_____ pilot	6. valuable things
_____ sailor	7. plane
_____ thieves	8. apartment building

Explain to the pupils that the words in the left-hand column all name people who do certain kinds of work and the words in the right-hand column all name things that have something to do with the work the workers do.

Point to each word on the left in turn and have it pronounced. Ask the pupils to find in the right-hand column the name of the thing that has something to do with each worker's work. When they have decided on the word, put the number of that word on the line before the worker. Note that *ship* and *ocean* have to do with both *captain* and *sailor*. Accept whichever relationship the pupils choose.

Write *Places*, *Feelings*, and *Things* on the board as headings. Read the following words to the pupils. Have them decide under which heading each word belongs and write the word under the selected heading each time.

nervously	headquarters	hammer	ladder
on the wharf	loudspeaker	serious	miserable
muzzle	aboard ship	apartment	apple
restless	countryside	terror	

Phonemic Analysis

Recognizing and
identifying
correspondences
/ā/eigh, /ā/ei

Write on the board: *eight, freight, neighbor* and ask pupils to pronounce them. Have vowel sound heard in each word identified as glided /ā/. Call attention to the letters *eigh* which represent this vowel sound.

Explain that *eigh* stands for the glided /ā/ sound in some words. It does not happen in all of words, but it does so often enough to make it worth remembering. Write *weigh* and *sleigh* on the board as other examples.

Explain, too, that *ei* sometimes stands for the glided /ā/ sound as well. Write *veil* and *reign* on the board and pronounce them, as examples of this spelling.

Place the following sentences on the board and have them read.

There were eight freight cars in that train.

The people next door are our neighbors.

I gained a lot of weight this year.

Let's go for a sleigh ride.

Do people wear veils anymore?

Have all the words in which *eigh* or *ei* represent the glided /ā/ sound identified and underlined.

Recall that when *r* follows a vowel, the vowel and *r* often stand for a special sound. Write *car, for, fern, girl, turn, learn, work, hair, care* on the board and have them pronounced. Have the vowel or vowels and *r* identified in each one.

Put the following words on the board:

horn	worse	nervous	world	Egbert
barn	earth	apartment	bare	chair
fair	dirty	uniform	stir	circle
earn	large	turkey	horse	burn

Distribute lined worksheets. Ask the pupils to print *car, for, fern, and care* on the worksheets as headings. They are then to pronounce each word on the board softly to themselves and notice the sound represented by a vowel or vowels and *r*. They are to write the word under the heading that contains that vowel sound, no matter what the spelling may be. If necessary, take the word *stir* as an example, and point out that it would be listed under *fern*, because the vowel sound heard in both words is the same, even though it is represented by *er* in *fern* and by *ir* in *stir*.

Structural Analysis

Recognizing and
identifying prefix pre

Recall with the pupils the meaning of the word *prefix*. Ask them where a prefix is placed in relation to the root word — at the beginning or at the end of the word. Place the following words on the board, and allow the pupils to tell you where a prefix is placed.

undo return display exchange

Place the following meanings on the board and have the pupils speculate on which one is the correct meaning of *pre*. Discuss briefly the reasons why the first and third definitions are incorrect in the light of what they already know about *prefix*.

1. to come after; at the end of something
2. to come before; to be in front of something
3. to be against something

Using the second definition above as a guideline, have the pupils speculate about the meaning of the following words and use them in the sentences below.

preheat prepay preview precooked preschool

1. If you pay first and then get your tickets, you must _____ for the tickets.

2. If the wieners have been cooked before, they are _____.

3. If you see a little bit of a TV program to be shown next week, you are watching a _____ of the program.

4. If you put the oven on for a few minutes before putting in your roast, you _____ the oven.

5. If you are too young to go to school, you are _____ age.

Place the following words on the board: *unhappy, replay, repay, displease*. Have the prefix and the root word identified in each word and elicit the meaning the prefix gives to the word.

Write on the board:

move dress like even write courage

Call on pupils to add one of the prefixes *re*, *un*, or *dis* to each word and use the resulting word in an oral sentence.

Recall that we often make words mean more than one by adding *s* or *es*. Recall also that when a word ends in a consonant and *y*, the *y* changes to *i* before *es* is added. Put *carrots*, *peaches*, and *candies* on the board as examples and have the root words and plural endings identified. Ask a pupil to spell the root word in the case of *candies*.

Place the following words on the board:

wish captain package box loss story
beauty wizard uniform fly reason fairy

Point to the words at random and ask pupils to pronounce and spell the plural forms.

Syllabication

Elicit from the pupils that compound words are divided into syllables between the two words that make up the compound.

Place the following words on the board:

mailman lunchbox cupboard bookshelf gumdrop football
worldwide snowball birthday highland rainbow sawmill

Point to the words in random order and ask a pupil to tell where the word should be divided into syllables. Draw a diagonal line between the syllables each time.

Using *lunchbox*, demonstrate how dividing the word into syllables helps in decoding a word. Point out that when the word is divided, you realize that it is made up of the words *lunch* and *box*, both familiar words. Point out, too, that the meaning also becomes clear — it is a *box* to put your *lunch* in. Warn that this is not always true of compounds. You have to depend on how the word is used to check the meaning. Let volunteers explain how syllabication helps in decoding some of the other words.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying uses of apostrophes

Recognizing, identifying, and using nouns and verbs; subjects and predicates

Recognizing and identifying uses of periods, commas, question marks, quotation marks, apostrophes, and exclamation points; punctuating sentences

Recognizing, identifying, and producing alphabetic sequence

Materials Needed

The readers

Colored chalks

Cards for the following words: *captain, ocean, uniform, loudspeaker, pumpkin, different, market, nearly, quilt, above, winter, flowers, beans, vegetables*

Dictionaries

Sentence Awareness

Recognizing and
identifying uses of
apostrophes

Ask the children to turn to page 68 in their readers and find the word *farmer's* in the second paragraph. Have the pupils note the apostrophe and elicit that 's in the phrase *farmer's truck* means that the truck belongs to the farmer.

Have the pupils find the contraction *isn't* on page 69 and note the apostrophe. Recall that the apostrophe shows readers that a letter has been left out of the second word represented in the contraction. Elicit that the contraction takes the place of the long form *is not* and that the letter *o* has been left out.

Have the pupils find other contractions and possessives in this and the previous story, and note the position of the apostrophe in each one.

Sentence Building

Recognizing,
identifying, and using
nouns and verbs;
subjects and
predicates

Refer to the following incomplete sentences on the chalkboard.

Our teacher
unloads potatoes
sewed
The butcher

Have the pupils read the first incomplete sentence. "Is this a finished sentence? Why isn't it a finished sentence?"

"A sentence has two parts, the 'name' part and the 'doing' part. Are the words *Our teacher* the 'name' part of the sentence or the 'doing' part of the sentence?"

"What part of the sentence is missing, the 'name' part or the 'doing' part?"

"What 'doing' words can you put with the 'name' words on the chalkboard to make a finished sentence?" Print on the chalkboard the words the pupils suggest after the words *Our teacher*, and have the completed sentence read aloud. Accept a variety of 'doing' words and formulate complete sentences. Print each completed sentence on the chalkboard and have each completed sentence read aloud.

Continue in a similar manner with the rest of the incomplete sentences.

Punctuation

Recognizing and
identifying uses of
periods, commas,
question marks,
quotation marks,
apostrophes, and
exclamation points;
punctuating sentences

Refer to the following sentences on the chalkboard and have the pupils read them silently and aloud.

Guide the pupils as they take turns inserting the correct punctuation marks. If necessary, let them use sentences in their readers as models. A different color of chalk may be used for each kind of punctuation mark.

1. The farmer s truck is full of potatoes
2. Look at all those big pumpkin squash
3. Is that the biggest radish you ve ever seen
4. I d like to take home six delicious pastries
5. We ll come back to the market soon
6. Kate s sister didn t read the new book
7. Mr Brown went to the market on Charles St with Dr Peters

Dictionary Skills

Recognizing,
identifying, and
producing alphabetic
sequence

Prepare two or three cards for each of the following words: *captain, ocean, uniform, loudspeaker, pumpkin, different, market, nearly, quilt, above, winter, flowers, beans, vegetables*.

Give seven different word cards to each pupil in the group. Direct each child to place his or her cards in correct alphabetical order. Have the children repeat the process several times using different word cards each time.

After the exercise is finished, have the pupils arrange all the cards in alphabetical order on the chalkboard ledge. Then have the children work in pairs to locate the words in the dictionaries.

WRITING

Objectives

Learning to write the letter o

Integrating speaking, writing, reading, and listening relationships to build a vocabulary chart

Composing "sensory poems"

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebook for each child in the group

The readers

Chart paper

Lined papers and/or notebooks for personal writing

Handwriting

Teach the pupils how to write the letter o, following the procedure established in the first two lessons.



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations and words. Use the procedure suggested for the demonstration and practice of a single letter. Pay particular attention to the formation of the joining strokes and give the pupils whatever guidance is necessary to form the combinations correctly.

When the children can write the foregoing words and combinations correctly, have them practice the word *goad* for the *oa* combination.

oo

dog

odd

oog

ood

Directed Writing

Making vocabulary charts

Making a vocabulary chart based on a specific experience or activity involves practical integration of the four processes of speaking, writing, reading, and listening as well as sharing ideas in the social interaction of the children and the teacher. Children have the opportunity to contribute ideas and they gain status in the group when their contributions are accepted.

The specific purpose for the development of vocabulary charts is to accumulate words in a concise manner for particular topics. These charts, lists, or records serve as handy sources of words that can be used at any time by the children for their writing and other language activities. Pictorial representations, such as small pictures, sketches, or shapes serve to enrich the meaning of the words and phrases and help children locate particular words.

Charts may be made whenever the need or interest arises and should be reviewed periodically so that the children will be reminded of the content. When a child asks for the spelling of a word that has been placed on a chart, he or she should be referred to that chart as a source of the information requested. All charts should be stored in a place where the children can have access to them when they need them, such as in a big book, on a chart stand, or hung one upon the other on a bulletin board.

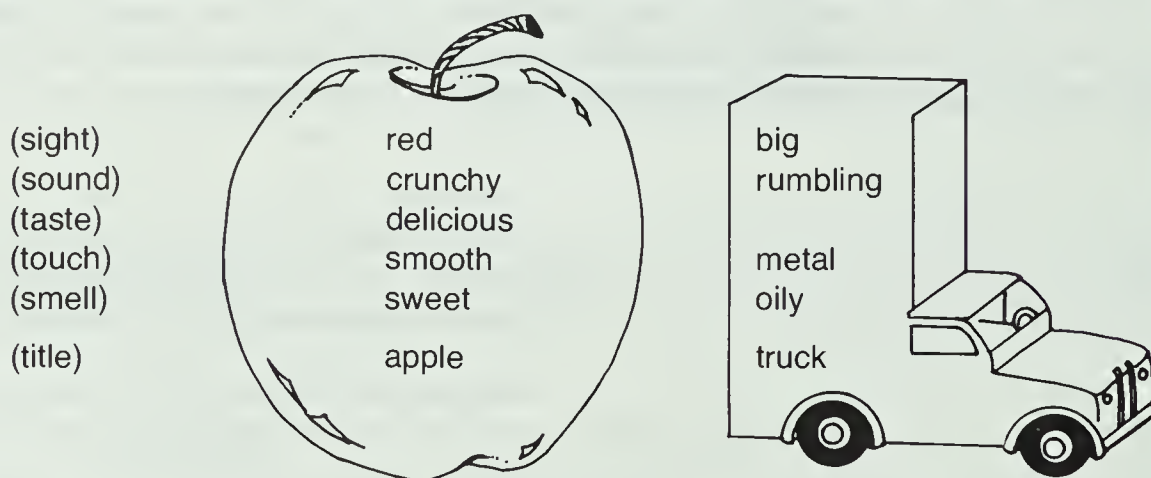
For this lesson, ask the children to turn to the reader selection and find examples of "market words." Then develop a vocabulary chart such as the following:

Market Words		
farmer	meat	selling
truck	pastries	vegetables
potatoes	colors	cauliflower
baskets	flowers	radishes
beans	pumpkin	apples
people	delicious	beautiful
butcher	plants	squash

The chart may be illustrated with drawings and/or magazine pictures.

Composing "sensory poems"

On the chalkboard or on chart paper, develop several "sensory poems" cooperatively with the children. The following pattern may be used to compose the poems.



For each poem, use one word to represent each sense but omit any sense word that does not apply to the subject. Print the subject or title at the end of the poem. The sense words (shown in brackets) and/or drawings (eye, ear, nose, etc.) may be used to help explain the pattern to the pupils. You may wish to enclose each poem in a drawing, as shown.

Some other suitable subjects might be *pumpkins*, *flowers*, *market*, *cauliflower*, *crowds*, *baskets*, *vegetables*, *bell* etc.

Creative Writing

Personal Writing

Suggest that the pupils compose some "sensory poems" entirely on their own. Remind them to refer to the vocabulary chart for ideas. Let the children take turns reading the

completed poems to the group, omitting the titles, and have the others guess the subjects.

The children may also wish to write stories about visiting a farmer's market, shopping at a supermarket, stopping at a roadside fruit and vegetable stand, or visiting a shopping center. Have the pupils compose suitable titles for their stories.

Some pupils may prefer to write directions for activities such as looking around the market, getting to the market, buying vegetables, filling a basket with potatoes, choosing the best pumpkin or squash.

For further writing activities, you might suggest the following story starters and titles:

An Adventure at the Market
A Daydream Market
Mr. Mugs Goes to the Market
The Strange Pumpkin

Note: In all Personal Writing activities, some children will probably wish to write only a few sentences, or may be able to write only one or two sentences. Others will want to write stories consisting of several sentences or more. Accept the pupils' work according to their capabilities and interests, and provide ample time for the children to share their stories.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing syllables in two-syllable compound words

Picture It

Syllabication

Objective

Recognizing syllables in two-syllable compound words

Number of Players

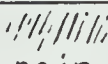

One for each board

Materials Needed

A set of boards, each with a list of compound words and a detachable work sheet. List words such as: *catfish, eardrum, headlight, rainhat, pancake, butterfly, sunlight, handbag*

Procedure

The player illustrates each of the two parts of the compound word and prints the syllable part for each word.

Picture It	
Name	Mario
rainhat	 rain  hat
pancake	
football	
broomstick	
firefly	

Review: Evaluation

COMPREHENSION	INTEGRATIVE OPTIONS	DECODING SKILLS
<p>Recalling story details</p> <p>Recalling story characters</p> <p>Classifying phrases</p> <p>Following directions</p>		<p>Reviewing new words</p> <p>Reviewing glided vowel sounds and the letters representing them</p> <p>Reviewing prefixes</p> <p>Reviewing possessive forms 's and s'</p> <p>Reviewing dividing words into syllables</p> <p>Reviewing the spelling of spelling words</p> <p>Reviewing spelling of words using graphemic bases</p>
LANGUAGE DEVELOPMENT	WRITING	INDEPENDENT ACTIVITIES
<p>Discriminating between complete and incomplete sentences</p> <p>Recognizing and identifying complete sentences: matching sentence beginnings and endings</p> <p>Capitalizing and punctuating sentences</p> <p>Recognizing, identifying, and producing alphabetic sequence</p>	<p>Reviewing letters: practicing letter combinations, phrases, and formations</p> <p>Reviewing title writing</p> <p>Reading personal writing compositions to the group</p>	<p>See the <i>Mr. Mugs Book</i></p> <p>See the <i>Spirit Duplication Masters / Self-Help Activities</i></p>
ALTERNATIVE STRATEGIES	Literary Appreciation**	Listening**
<p>Recognizing and identifying spelling words and words formed on graphemic bases</p> <p><i>oar, edge</i></p>		<p>Listening attentively in discussions</p>

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

- Recalling story details
- Recalling story characters
- Classifying phrases
- Following directions

Developing Comprehension, Research, and Listening Skills Review

Literal Comprehension. Have each child in the group paint a favorite scene from a story or poem in the reader. The other children will then try to identify the selection and tell what is happening in the picture.

Literal Comprehension. To check the children's ability to recall story characters through their conversation, write the sentences below on the board or on a chart, together with the list of story characters in this reader. Ask the children to indicate the character who spoke each sentence. Have the children write the name of the character beside the quotation.

Erfurt	Captain Jane	Tailor
Olaf	Rocky	Carrots

1. "Hot jumping frogs' legs! You ugly spitfire!" (Carrots)
2. "I can change you into dragons easily enough, but I am not sure that this is the best way." (Erfurt)
3. "I need the Weaver for cloth." (Tailor)
4. "Ready all fire hoses!" (Captain Jane)
5. "I'm not sure I like the idea of having to go right into headquarters." (Rocky)
6. "If I drink it, I too will become a dragon." (Olaf)

Critical Comprehension. Write on the chalkboard, or duplicate and distribute copies of the following phrases. The pupils are to indicate if each phrase answers Who, What, Where, or When by writing the phrase under the correct heading.

1. What?	2. Who?	3. Where?	4. When?
on the bridge		after a terrible night	a flying fish
terrible dragons		at the Waterfront Market	the next morning
Captain Jane		in all the world	Olaf
in that flower pot		by this time	in a little red bed
valuable secrets		a chicken wing	a wizard

Literal Comprehension. Write the phrases below on the chalkboard. Ask a pupil to dramatize any phrase on the board, then ask another pupil to find and read the phrase being mimed.

- trying to walk on a see saw
- tramping around on flowers
- kicking to make waves in a bathtub
- steering an ocean liner
- rowing a boat
- digging like a dog in a flower pot
- catching a fish flying through the air
- putting potatoes into baskets
- nailing up a sign on a post
- chasing birds with a little red flag
- putting Mr. Mugs into a huge box

DECODING SKILLS

Objectives

Reviewing new words, using sight
 Reviewing new words, using definition clues
 Reviewing new words, using context clues
 Reviewing glided vowel sounds and the letters representing them
 Reviewing prefixes
 Reviewing possessive forms 's and s'
 Reviewing dividing words into syllables
 Reviewing the spelling of spelling words
 Reviewing phoneme-grapheme correspondences and graphemic bases to spell words

Materials Needed

Duplicated worksheets for the exercise on word recognition by sight
 A set of cards numbered 1-10 for each pupil
 Lined sheets of paper for the phonemic analysis exercise
 Duplicated worksheets for the exercise on possessive forms (optional)
 Lined sheets of paper for spelling dictation

Word Meaning Review

*Reviewing new words,
using sight*

Duplicate the following exercise and distribute copies to the pupils. (When duplicating, omit the stars by the words.) Direct the pupils to read the words in each row across and draw a line under the word you read to them. The words to be read are starred.

1. serious	siren	secret	sewed*	sailor
2. battle	bubble	bottle*	beauty	balcony
3. manager	muzzle	matter	miserable	measured*
4. potatoes*	package	pilot	potion	post
5. aboard	ahead	above*	apple	asleep
6. captain	cobbler	command	course	colored*
7. decided	detectives	dirty	done*	doesn't
8. hammer	hero*	hurray	fact	fought
9. carrots	chicken	cupboard*	chimney	countryside
10. Erfurt	edge*	Egbert	oar	electrician

*Reviewing new words,
using definition clues*

Give each pupil a set of cards numbered 1-10. Put the following words on the board:

1. valuable
2. hero
3. sailor
4. terror
5. battle
6. tailor
7. bridge
8. oar
9. above
10. course

Read the following definitions. Have the pupils find on the board each time the word that is being defined and hold up the card with the number of the word on it.

This means "great fright."

This is a man who does brave deeds.

This is a person who makes suits and coats.

You use this to make a rowboat go.
 This is a fight between armies.
 This means "worth a lot."
 This is a person who works on a ship.
 This is something built across a river so that people, cars, trains, and so on can cross to the other side.
 This is a direction taken, a set path or way.
 This means "overhead; up over."

teaching new words,
 using context clues

Have the pupils retain their sets of numbered cards. Put the following words on the board:

1. reason
2. opposite
3. potatoes
4. slippery
5. potion
6. measured
7. between
8. package
9. bubble
10. straighten

Read each sentence below, making a marked pause where the word has been left out. Have the pupils find, on the board, a word that will make sense in the sentence and hold up the card with the number of the word on it. When a word has been selected, read the sentence again with the word in it, as the pupils listen to be sure the word makes sense in the sentence.

I like mashed _____ and gravy.
 What is the _____ that you are late?
 Dad _____ me to see how much I'd grown.
 Do you chew _____ gum?
 The ice has made the steps _____.
 "Good" means the _____ of "bad."
 The wizard gave the knight a magic _____ to drink.
 That lampshade is crooked. Please _____ it.
 What was in that _____ you got today?
 Never run out from _____ parked cars.

Phonemic Analysis Review

Reviewing glided
 vowel sounds and the
 letters representing
 them

Distribute sheets of lined paper to the pupils. Ask them to print *cake*, *here*, *time*, *joke*, and *use* at the top of the worksheets as headings.

Place the following words on the board:

below	we	between	go	freight
fight	oar	neighbor	wild	no
stray	veil	sailor	cute	me
mule	mind	reason	hi	reins

Ask the pupils to say each word softly to themselves and print the word under the correct heading, according to the vowel sound in the word or in the accented syllable of the word. When they have printed the word, they are to draw a line under the letter or letters that stand for the vowel sound.

Structural Analysis Review

Reviewing prefixes

Elicit from the pupils what a prefix is. Place the following words on the board.

between	reread	befriend	below	preschool
expose	explain	unopened	ahead	replace
discover	unpack	discouraged	derail	aboard

Point to words at random and call upon pupils to identify the prefix by spelling it. When point to words with the prefixes *un*, *re*, *pre*, or *dis*, have the root word identified as well. Ask the pupil to use the word in an oral sentence.

Reviewing possessive forms 's and s'

Duplicate the following exercise and distribute copies to the pupils.

1. All the farmers crops were good this year.
2. My dog tail is short.
3. John book has a red cover.
4. The three scouts uniforms were all new.
5. The thieves quarrels made their plans fail.
6. The knight horse was very restless.
7. One of the boat oars was broken.
8. That building apartments are very small.

Direct the pupils to read each sentence and add 's or just an apostrophe to show possession.

If preferred, the exercise may be done on the board and the possessive forms identified by spelling.

Syllabication Review

Reviewing dividing words into syllables

Place the following words on the chalkboard:

blackbird	captain	downtown	clambake	Egbert
matter	mother	chimney	quarrel	market

Have each word pronounced. Call upon pupils to tell where each word should be divided into syllables.

Spelling Review

Reviewing the spelling of spelling words

Distribute lined sheets of paper to the pupils. Dictate the following words for the pupils to write on their worksheets. The words may be presented in sentences such as the following:

Reviewing spelling words formed on graphemic bases

We're moving into that apartment building. building
 I helped peel the potatoes for dinner. potatoes
 Rosa likes apple pie. apple
 We bought two large bottles of pop. bottles
 That river flows between Canada and the United States. river
 I hope this old bridge over the river is safe. bridge
 June wants to be a ship's captain when she grows up. captain
 Mary would rather be a pilot. pilot
 We could hear the lion's roar as we came near the zoo. roar
 Dad lets me help clip the hedge. hedge

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. If some pupils misspell words already listed in the list of difficult words in their spelling notebooks, have them note where they went wrong, and see that they spend more time reviewing their difficult words.

LANGUAGE DEVELOPMENT

Objectives

- Discriminating between complete and incomplete sentences
- Recognizing and identifying complete sentences: matching sentence beginnings and endings
- Capitalizing and punctuating sentences
- Recognizing, identifying, and producing alphabetic sequence

When
S well

Discriminating between
complete and
complete sentences

to s

ntifie

Recognizing and identifying complete sentences: matching sentence beginnings and endings

upils
owing

*Capitalizing and
punctuating sentences*

- ## Capitalizing and punctuating sentences

*Recognizing,
identifying, and
producing alphabetic
sequence*

*Recognizing,
identifying, and
producing alphabetic
sequence*

producing alphabetic
sequence

- 100

100

100

100

100

- 100

100

100

100

WRITING

Objectives

Reviewing letters: practicing letter combinations, phrases, and formations
Reviewing title writing
Reading personal writing compositions to the group

Materials Needed

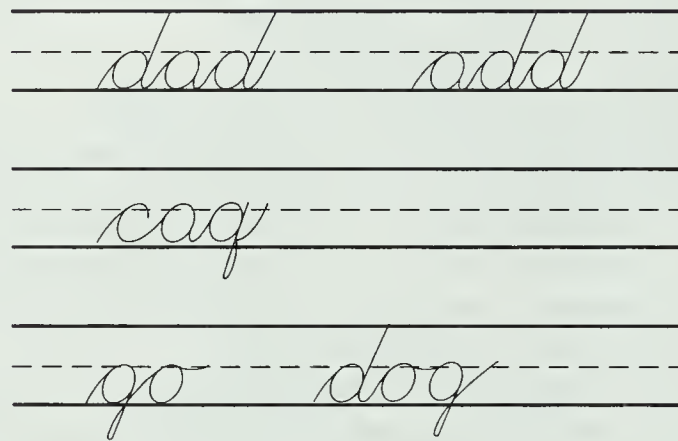
Handwriting notebooks
The readers
Examples of personal writing
Personal Journals

Handwriting Review

*Reviewing letters:
practicing letter
combinations, phrases
and formations*

Review the letters that have been taught so far: *c*, *a*, *d*, *g*, *q*, and *o*. Have the pupils write a line of each letter and check carefully to see whether they are making the formations correct. If necessary, repeat the pertinent portions of the demonstration and practice procedure suggested in the first two lessons.

Have the pupils practice the following letter combinations and the two phrases.



These formations may be used for practice, if some pupils are having difficulty making them.



Directed Writing

Title writing

If any pupils are having difficulty in composing suitable titles for stories, take the time now for some title-writing practice. Refer to specific pictures and pages of text in the reader and help the children make up titles for them. Have the pupils print the page numbers (for the text or pictures) and the titles on their papers or notebooks. Also use large photographs, paintings, drawings, or other kinds of pictures for title-writing practice. When the pupils make clay plasticine, or papier-mâché models, have them make up titles for their creations.

Creative Writing

Personal Writing

Have the children gather together several examples of personal writing they have done recently. Let each child select a favorite piece of writing and read it to the rest of the group. The composition may then be posted on the bulletin board.

Personal Journal

If some children wish to do so, provide time for them to share particular Personal Journal entries. They may choose to read a selection to the group, to a friend, or to you; or they may want to show a selection to you or to a friend privately.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying spelling words and words formed on graphemic bases *oar*, *edge*

I Can Spell

Objective

Recognizing and identifying spelling words and words formed on graphemic bases *oar*, *edge*

Number of Players

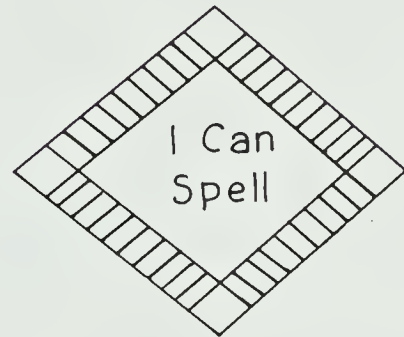
Any number

Materials Needed

An "I Can Spell" page for each player
Markers as used for Bingo

Procedure

The teacher or designated child dictates the spelling words and words formed on graphemic bases *oar* and *edge*. The children print the words in any spaces on their pages. The caller then re-reads the words in random order, and players place markers on the same words on their pages (only if the word is spelled correctly). The first child to cover a side calls out "I Can Spell."



Decoding Skills:
Structural Analysis

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Observing picture details
Retelling story
Valuing story; story ending
Recalling details; verifying answers
Describing a character
Discriminating between real and make-believe
Expressing opinions
Drawing inferences; inferring feelings
Recognizing and identifying cause-and-effect relationships
Following directions
Recognizing and identifying the main idea

INTEGRATIVE OPTIONS

Environmental Studies: Social Studies — making a picture collection; doing research on inventions; visiting a factory
Visual Arts — drawing inventions
Drama — creating and acting out TV commercials; interpreting machines through mime
Books — reading independently

DECODING SKILLS

Recognizing and identifying new words
Observing special words
Recognizing and identifying initial three-letter consonant clusters
*Recognizing and identifying phoneme-grapheme correspondence /oi/oy
Recognizing and identifying prefixes and suffixes
*Recognizing and identifying suffixes *ion, tion, sion, ation*
*Recognizing and identifying words using graphemic base oy
Noting the number of syllables heard in words
*Dividing words with prefixes and suffixes
Spelling words using graphemic bases
Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying similes; producing similes to complete sentences
Recognizing paragraphing
Recognizing and identifying words denoting sequence of events
Recognizing, identifying, and producing compound and complex sentences using connectives *or, so, until because*
Recognizing, identifying, and using irregular past tenses *sold, became, felt, kept, left, flew*
Recognizing, identifying, and using homonyms
Punctuating sentences: commas, periods, question marks
Recognizing, identifying, and producing alphabetic sequence

WRITING

Learning to write the letters *i* and *t*
Writing descriptions of characters and inventions; making up names
Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying words containing the consonant clusters *spr, squ, str, scr, thr, tch*
Recognizing and identifying prefixes and suffixes

Literary Appreciation**

Relating picture and story
Valuing story, story ending
Describing a character
Drawing inferences about story characters' feelings; about story situations
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify the phoneme-grapheme correspondence /oi/oy
Listening to note the number of syllables in words

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

Objectives

Using the table of contents
 Speculating; formulating questions
 Observing picture details
 Retelling story
 Valuing story; story ending
 Recalling details; verifying answers
 Reading orally
 Describing a character
 Discriminating between real and make-believe
 Expressing opinion
 Drawing inferences; inferring feelings
 Recognizing and identifying cause-and-effect relationships
 Following directions
 Recognizing and identifying the main idea

Developing Pupil Inquiry

Have the children turn to the table of contents and find the title of the first selection. Ask if anyone in the group can read the title. If not, read it for the children.

Let the children discuss the title and speculate on what the story might be about if they wish. "Have you ever met anyone with the name 'Scrunch'? What kind of name is Scrunch? What do you think Mr. Scrunch might be like?"

"Is there something you would like to know about Mr. Scrunch? What questions would you like to ask about him?"

When someone volunteers a question, print it on the chalkboard or on a sheet of newsprint.

If the pupils don't ask any questions, model the questions for them. You might say, "I would like to know where Mr. Scrunch lives. How would you ask me that question?"

Have the pupils look again at the table of contents and find the number of the page on which the story begins.

"Look at the pictures in the story to see what you can find out about Mr. Scrunch."

Have the pupils look through the illustrations in the story. Then discuss questions such as the following: "What does Mr. Scrunch look like? What things does Mr. Scrunch do in the story? What do you think the machine on pages 14 and 15 might be?"

"What other questions would you like to ask about the story now?"

Print the questions the pupils pose with the others. The question box may look somewhat as follows:

Where does Mr. Scrunch live?

What does he do?

How does a cow give Mr. Scrunch trouble?

Three or four questions are sufficient at this point. Depending on the number of questions developed during the pre-reading discussion, two or three more may be added during the course of the reading and discussing. In some lessons, try to include a question that the children cannot answer simply by reading the text, but that they must answer by inferring, predicting, or speculating.

Read the questions over with the pupils. "Now read the story to see what answers you can find to your questions."

Developing Pupil Response

Have the pupils read the entire story silently. When the children finish reading, encourage them to tell you what happened in the story. Encourage the children to focus on the important

Valuing story

Recalling details;
verifying answers

Valuing story; reading
orally

Describing a character

Recalling details;
expressing opinions

Recalling details;
drawing inferences

Recalling details

Inferring feelings

Recalling details;
drawing inferences;
expressing opinions

Valuing story ending

Recognizing and
identifying cause-
and-effect relationships

Discriminating between
real and make-believe

events in the story and help them to state them in correct order. Share their enjoyment of humorous incidents and talk about why this was a good story.

Refer the group to the first question in the question box. ^V“Where does Mr. Scrunch live?”

Have the children discuss the answer to this question. Then say, “Read the line that tells where Mr. Scrunch lives.” After the question has been answered and verified, have a pupil check it off in the question box. Let the children go on to answer and verify the remaining questions in a similar fashion.

“Read aloud the part of the story you liked best. Prepare the selection in advance so that others will enjoy hearing you read. Tell why you enjoyed that part of the story.”

Synthesizing

1. “What words would you use to describe Mr. Scrunch’s personality? How did Mr. Scrunch change in the story?”

2. “Describe the machines Mr. Scrunch invented before he went to live on the farm. Which of Mr. Scrunch’s machines would you most like to own? Why?”

3. “Why did Mr. Scrunch buy the farm? Why do you think he couldn’t relax there?”

4. “What animals on his farm did Mr. Scrunch try to help? What did he invent for them? How did the animals feel about these inventions? Why?”

5. “What was the last invention Mr. Scrunch made in the story? What do you think happened to the inventions when they were put into the ‘Universal Uninventor’? Can you think of any real inventions you would like to put into the uninventor? Give reasons for your choices.”

6. “What lesson do you think Mr. Scrunch learned in this story?”

Developing Comprehension, Research, and Listening Skills

Literal Comprehension. Duplicate the following exercise and distribute copies to the children. Ask them to read the first four sentences and underline the correct ending. Have them make up their own ending for the last sentence. Discuss with the pupils the reasons for their choices.

1. Mr. Scrunch spent only ten minutes doing nothing
because that was all the rest he needed.
because he was in a hurry to get back to work.
because he was so used to working that he had forgotten how to take it easy.

2. The pig knocked things over and tumbled around
because it was so happy with its stilts.
because it had never been on stilts before and didn’t know how to manage them.
because it was in a hurry to get back to the other pigs.

3. Mr. Scrunch decided he would have to invent things for animals
because he had run out of ideas for inventions for people.
because he wanted something to do in his spare time.
because he was the first inventor to think of doing so.

4. Mr. Scrunch paid Mrs. Bono, Mrs. Lee, and Mr. Dilkas
because he felt sorry for them and wanted to help them.
because it was his invention that made Belle so angry that she damaged their things.
because he was afraid they would take his cow away from him if he didn’t.

5. Mr. Scrunch invented a machine that put an end to his inventions for animals
because

Critical Comprehension. Give each pupil a set of cards, R and MB. Write the following sentences on the chalkboard. Ask the children to read each paragraph and decide if it tells about something that could be true or if it is a make-believe story. Ask them to be ready to give reasons for their answers. Then have the pupils hold up the correct card for each paragraph and call upon individuals to give reasons for their answers.

Recognizing and
identifying the main
idea

1. Sometimes flies and other bugs may trouble us. We can use a swatter to get rid of them. In the same way, horses can use their tails to keep bugs away.
2. Because they were tired of swimming in the pond, some ducks bought themselves motors. Now they can rest in the pond and still move around.
3. Machines have been invented to wash and dry clothes. These machines make housework easier.
4. Mr. Banks is rich. He can buy any new machine made by any inventor, no matter how much it costs. Now he has a self-making bed that can unmake itself and rock him to sleep, singing a pretty song.

Literal Comprehension. Print the following exercise on the chalkboard or duplicate it on individual sheets of paper for the children. Ask the children to read each newspaper story and underline the headline that goes best with each of the first two stories. Briefly discuss with the children why two of the three titles given are inappropriate. Have the children make up a title for the third story.

Mr. Bigbucks Speaks
A New Invention from Mr. Scrunch
An Amazing Machine

Yesterday Mr. Jasper Scrunch, the famous inventor, presented his new invention. He calls it "The Dresser and Undresser." The machine looks like an ordinary chair. But when you sit in it, it takes off or puts on your clothes in a few seconds. "This is your best invention yet, Mr. Scrunch," said Mr. Bigbucks, the owner of the factory making these machines.

A Rest For Mr. Scrunch
A Famous Inventor
Farm Adventures

Mr. Scrunch, the famous inventor, has decided that he needs a long rest. He has worked very hard for many years inventing machines to help people. Mr. Scrunch has bought a quiet little farm for his holiday. "I am going to sit back and take things easy," said Mr. Scrunch.

"I couldn't believe my eyes," said Mrs. Sparks when she arrived at our office this afternoon. Mrs. Sparks reported that she saw a pig running past her house on stilts. The pig was going very fast. "What next?" ask Mrs. Sparks. (A Strange Sight; A Fast Pig on Stilts; Mrs. Sparks Sees Fast Pig with Stilts)

INTEGRATIVE OPTIONS

Environmental Studies:
Social Studies

Visual Arts

Drama

Making a Picture Collection. Have the children gather pictures of inventions that make life easier for people. After the pictures have been gathered and labeled, have the children classify them according to groups such as transportation, entertainment, or at home. Let the children arrange a display of their picture collection.

Drawing Inventions. "Look at the animals you have as pets. What do they do that appears difficult to do? For example, a cat has to lick up milk one lick at a time, and a dog has to dig holes in which to bury his bones. If you were Mr. Scrunch, what would you invent to help your pet? Would you rather invent a machine to help people? Make a picture or model of your invention."

Have the children share their pictures or models with the group and explain how the inventions work.

Creating and Acting Out TV Commercials. Have the children work as individuals or in groups to make up and present TV commercials advertising their inventions. Encourage them to use costumes, music, tape recordings, or props to make their productions as authentic as possible.

Interpreting Machines Through Mime. Have the children work in groups of two or more to act out a machine. The children should first decide on what machine they will be, and then

practice how they will become its functioning parts. The picture collection made earlier should provide them with plenty of ideas. When the group is ready, have it present the act to the class and let the other children try to guess what machine is being shown.

Doing Research on Inventions. "Do you know who first invented the car, the airplane, the electric light, the telephone, the radio, and other inventions you use every day?" Have the children do research to find out about important inventors and their inventions, with emphasis on the question *who*. Have the children report their findings to the group.

Visiting a Factory. Make arrangements to take the children to visit a local factory such as a bottling plant, a furniture factory, a clothing factory, or an automobile factory. Encourage the children to observe the machines that perform each specialized job in the manufacturing process.

When they return to the classroom, have the children make a cooperative chart listing the things they learned during their visit. You may wish to have the children take photographs as a record of the trip. They could mount the photos in an album and tape a commentary explaining what is happening in each one.

Book Center

Eiseman, Alberta. *The Sunday Whirligig*. Atheneum.

An imaginative, resourceful boy builds a handsome whirligig.

Hall, Malcolm. *The Electric Book*. Coward, McCann, & Geoghegan.

An exciting, absurd story about a boy who volunteers to test a new invention.

Helfman, Harry. *Creating Things That Move: Fun With Kinetic Art*. Morrow.

Marzell, Ernst S. *Great Inventions*. Lerner.

Pinkwater, Daniel, Manus. *Fat Men From Space*. Dodd, Mead.

A boy with a radio tooth is kidnapped by spacemen.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using definition clues

Observing special words

Recognizing and identifying initial three-letter consonant clusters

*Recognizing and identifying the phoneme-grapheme correspondence /oi/oy

Recognizing and identifying prefixes and suffixes

*Recognizing and identifying suffixes *ion, tion, sion, ation*

*Recognizing and identifying words, using graphemic base oy

Noting the number of syllables heard in words

*Dividing words with prefixes and suffixes

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-11 for each pupil

Sheets of lined paper for the prefixes and suffixes exercise, for the spelling exercises, and for dictation

Spelling notebooks

Word Meaning

New Words: Jasper Scrunch, famous, inventor, affection, practically, machines, undresser, comfortable, remove, tremendous, worthwhile, inventions, vanished, murmured, enjoy, expect, weather, automatic fly swatter, trouble, roost, especially, Belle, pasture, poppies, Mr. Dilkas, laundry, damage, moment, shoulder

Decodable Words: hair, whiskers, buttons, undressed, sold, tennis, stilts, lamps, kept, insect, mistake, dizzy, lettuce, snowflakes, anger

Enrichment Words: seconds, vacation, banana, rather bewildered, cornfield, bitter medicine, coffee mill, universal uninventor for useless inventions

Give each pupil a set of cards numbered 1-11. Place the following words on the chalkboard:

1. affection
2. comfortable
3. famous
4. weather
5. enjoy
6. vanished
7. pasture
8. laundry
9. practically
10. worthwhile
11. tremendous

Read the following sentences to the pupils, making a marked pause where the word has been left out each time. Ask the pupils to find on the board a word that will make sense in the sentence and hold up the card with the number of the word on it. When a word has been selected, read the sentence again with the word in it, as the pupils listen to be sure the right word has been chosen.

Everyone had heard of the _____ inventor.
I don't like rainy or foggy _____.
Jan likes to curl up in a _____ chair and read.
The cows stay out in the _____ all summer.
John patted his dog to show his _____ for his pet.
I hope you will _____ the concert.
Put that dirty shirt in the _____ hamper.
Those mitts Maria lost were _____ new.
The wizard waved his magic wand and the dragons _____.
The machine blew up with a _____ bang.
It's hardly _____ coming in for such a short time.

Point out to the pupils that when they choose a word to complete a sentence, they try to find one that "makes sense." Explain that there are usually other words in the sentence that help us to know which word will make sense. Place the following sentence on the board:

Everyone had heard of the *famous* inventor.

Remind the pupils that *famous* is the word they chose. Note that the words "Everyone had heard of" helped them to know which word to choose, because if everyone has heard of someone that person is famous.

Follow the same procedure with these sentences:

I don't like rainy or foggy *weather*.
Put that dirty shirt in the *laundry* hamper.

Have the pupils retain their numbered cards. Place these words on the board:

1. inventor
2. inventions
3. murmur
4. expect

Recognizing and
identifying new words,
using context clues

Recognizing and
identifying new words,
using definition clues

5. automatic fly swatter
6. roost
7. poppies
8. damage
9. moment
10. Jasper Scrunch
11. Belle

Read the following definitions. Each time, have the pupils find on the board the word that being defined and hold up the card with the number of the word on it.

This means to speak in a soft, low way.
 This is a pole or perch that birds sleep on.
 This is a very small amount of time.
 This is a person who makes or thinks of something new.
 These are brightly-colored flowers.
 This means to look forward to; to think that something will probably come happen.
 These are things that someone has invented.
 This is the name of the inventor in the story.
 This is injury or harm that makes something less valuable or less useful.
 This is the name of a cow in the story.
 This was one of Mr. Scrunch's inventions.

Observing special words

Place on the board *machines* and *trouble*. Have the words pronounced and call attention to the unexpected parts of each word that have to be remembered; *machines* — the *ch* standing for the /sh/ sound and the *i* standing for the glided /ē/ sound; *trouble* — the *ou* standing for the unglided /u/ sound and the *le* ending.

Place the following sentences on the board and have them read, to further understanding these words.

Mom wants a new sewing *machine*.
 Take the *trouble* to do your work well.

Phonemic Analysis

Recognizing and identifying initial three-letter consonant clusters

Recall that sometimes three letters come together in a word to form a consonant cluster. Place the words below on the board and have them pronounced. Ask pupils to identify, by spelling, the consonant cluster in each word.

spread	scream	split
scrape	splash	straps
struck	spring	strong
Scrunch	sprawled	splinter

Recognizing and identifying the correspondence /oi/oy
 Key Word: boy

Pronounce the following words: *boy*, *joy*, and *toy*. Elicit that the vowel sound is the same in all these words.

Write the three words on the board in a column. Elicit that the letters *oy* appear in all the words. Help the pupils to realize that the letters *oy* stand for the vowel sound heard in *boy*.

Read the following sentences and ask the pupils to clap every time they hear the vowel sound as in *boy*.

I enjoy a good ball game.
 Don't destroy your toys.
 Flour can be made from soybeans.
 Can a pup be coy?

Write the sentences on the board. Call upon pupils to read them and identify the words in which *oy* stands for the sound heard in *boy*.

If you feel that a point of reference for this correspondence is necessary for a while, make and display a phonemic chart. The picture and key word will be *boy*. Other words will be *enjoy*, *toy*, *joy*, *joyful*.

Structural Analysis

Distribute sheets of paper to the pupils. Write the following words on the board:

play (replay, display, player, playful)
happy (unhappy, happier, happiest, happily)
rest (unrest, restful, restless)
cover (uncover, discover, recover, discovery, recovery)
fat (fatter, fattest, fatty)
like (unlike, dislike, likely, unlikely)
color (discolor, recolor, colorful, colorless)
use (disuse, unused, re-use, user, useful, useless)

Ask the pupils to copy the words onto their worksheets, then add as many prefixes and suffixes as they can and write the resulting words beside the root words. Possible words have been given in parentheses. It is unlikely that a pupil will think of all of them.

When the pupils have finished the exercise, have some of the affixed words used in oral sentences.

The suffix *ion*, with its variations *tion*, *sion*, and *ation*, is too difficult for pupils at this level to master, since radical spelling changes in the root word are frequently necessary when the suffix is added — eg. *permit* — *permission* — and the suffix is often added to parts of Latin or Greek words that do not form recognizable English roots — eg. *station*. However, *tion* and *sion* appear in so many words that recognition of them can be very useful in decoding unfamiliar words.

The purpose of this lesson, therefore, is merely to have the pupils recognize *tion* and *sion* as suffixes, without reference to root words, and know their pronunciation, so that they may be able to use this knowledge in syllabifying and decoding unfamiliar words.

Place the following words on the board:

invention
station
information
potion

Have the words read and ask pupils to identify, by spelling, the part that is the same in all the words. Explain that *tion* is a suffix which appears in many words. Have the words read again, as the pupils listen to the sound the letters *tion* stand for.

Write these words on the board:

mansion
occasion
permission

Pronounce the words for the pupils and have the part that is the same in all these words identified by spelling. Explain that *sion* is also a suffix that appears in many words. Pronounce the words again and point out that *sion* stands for the same, or almost the same, sound as does *tion*.

Now place these words on the board:

action pension motion traction mission

Call upon volunteers to go to the board, underline the suffix, and pronounce each word. After each word has been identified, ask the pupils to decide in which of the following sentences it belongs, and write the word on the line. Have the completed sentence read, as the pupils listen to be sure the word makes sense in it.

1. Grandma gets the Old Age _____.
2. The spy was sent on a secret _____.
3. The _____ of a car makes some people sick.
4. Helping the blind man across the street was a kind _____.
5. The car's wheels couldn't get _____ on the icy road.

Recognizing and
identifying words, using
graphemic base oy

To present the graphemic base oy, place the following column of words on the chalkboard

boy
coy
cloy
joy
Roy
soy
toy

Have the words read and the part that is the same in all the words identified and underlined. Call upon pupils to use some of the words in oral sentences.

Reading in context
words formed on
graphemic bases

Write the following key words on the board and have them read: *boy, oar, am, fight, pet, fence, edge, mice, swift, like.*

Put these sentences on the board:

Roy watched his kite soar high in the air.
Pam might like a new toy.
The boys jumped for joy when their team won.
I set the jar of soybeans on the window ledge.
It was nice drifting down the river.
We had to hike back home.

Point to the sentences at random and ask pupils to read them aloud. Continue until each pupil has had at least one turn. If a pupil hesitates over a word, refer him or her to the key words involved.

Syllabication

Noting the number of
syllables heard in
words

Say the words below, as the pupils listen to detect the number of syllables heard in each word. Have them hold up fingers to identify the number of syllables — four fingers for four syllables, three fingers for three syllables, and so on.

famous	affection	machine
roost	comfortable	invention
automatic	worthwhile	expect
miserable	tremendous	information

Put the following words on the board and have them pronounced:

dislike	recall	unkind	player	hardly
lucky	hopeful	careless	highest	prepaid

Dividing words with
prefixes and suffixes

Call attention to the fact that in every case the prefix or suffix is a separate syllable. Lead the pupils to realize that when we divide words with prefixes and suffixes, we always divide the word between the prefix and the root word and between the root word and the suffix. Demonstrate this by drawing a diagonal line between the syllables of the words on the board.

Put the following words on the board and have the pupils tell where each one should be divided. Draw the diagonal line between the syllables each time.

colder	expect	thoughtless	decide	displace
become	easy	pretend	nearly	asleep
oldest	station	untruthful	dirty	hopeful

Spelling

Spelling words formed
on graphemic base oy

Put *boy* on the board and have it pronounced. Dictate the following words for the pupils to write on their worksheets. Present the words in sentences such as:

I like soy sauce on fried rice. soy
Which toy do you like to play with best? toy
Jenny laughed with joy as she rode on the pony. joy
The baby's name is Roy. Roy

Ask the pupils to print *boy* on their worksheets, and then print the following words as you indicate the initial consonant or consonant cluster each time:

boy → coy → cloy → soy → toy → joy

Spelling words:
famous, shoulder

Write *famous* and *shoulder* on the board. Have the words pronounced and discuss their spelling, calling attention to the *ou* standing for the unglided /u/ sound in *famous* and the *ou* standing for the glided /ō/ sound in *shoulder*. Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as the following:

A famous artist is coming to our school. famous
Mommy carries her tote bag over her shoulder. shoulder

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. See that the pupils review their difficult words frequently.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying similes; producing similes to complete sentences

Recognizing paragraphing; noting indentations

Recognizing and identifying words denoting sequence of events

Recognizing, identifying, and producing compound and complex sentence patterns using the connectives *or*, *so*, *until*, and *because*

Recognizing, identifying, and using irregular past tenses *sold*, *became*, *felt*, *kept*, *left*, and *flew*

Recognizing, identifying, and using homonyms

Recognizing and identifying use of commas in series, periods, and question marks; punctuating sentences

Recognizing, identifying, and producing alphabetic sequence

Materials Needed

The readers

Lined paper for each child in the group

Cards for the following words: *famous*, *affection*, *machine*, *damage*, *vanish*, *invention*, *enjoy*, *trouble*, *roost*, *Belle*, *weather*, *pasture*

Dictionaries

Sentence Awareness

Have the pupils turn to page 12 in their readers and read the first paragraph.

"The grazing machine was strapped to Belle, the cow. What was it like? What do you think Belle looked like as she walked with the machine?"

Ask the children to turn to page 14 and read the first paragraph. "What did the chopped-up bits of laundry look like as they whirled in the air?"

"What else do you think the bits of laundry looked like?" Have the children suggest at least two or three different comparisons, using the word *like* in each sentence.

Refer to specific paragraphs on the first page of the story and review that a group of two or more sentences, telling about the same thing, is called a *paragraph*. Have the pupils note that the first sentence of each paragraph is indented. Add that sometimes a paragraph contains only one sentence and ask the children to see whether they can find such paragraphs in this story.

Recognizing and
identifying similes

Recognizing
paragraphing; noting
indentations

Recognizing and
identifying words
denoting sequence of
events

Have the pupils turn to the second page of the story and ask them to find the sentences that are indented. Elicit that each indentation indicates the beginning of a new paragraph.

Direct the pupils to turn to page 7 of the story and read the last paragraph. Discuss the paragraph somewhat as follows:

"What did you just read about? What does the second sentence in this paragraph tell you?"

"Mr. Scrunch reached the farm and Mr. Scrunch hired two men. Did these two things happen at about the same time, or did they happen at different times? What word helps you understand that these two things happened at the same time?" (When)

"What happened next? What word tells you that this is the very next thing that happened?" (Then) "Read the sentence that tells you what happened next. How will you say the word *Then*?"

Have the children turn to page 8 and read the first paragraph.

"What happened in this part of the story?"

"Did Mr. Scrunch sit on the steps? Did he notice the four pigs racing around? Did he do these two things at the same time or at two different times?"

"What word tells you that these two things happened at the same time?" (As)

"Now turn to page 9 and read the first paragraph. What was the first thing that Mr. Scrunch did after he made his invention?"

"What word tells you that this was the first thing that Mr. Scrunch did?" (First) "Read the sentence that tells you that this was the first thing he did. How will you say the word *First*? How will it help us understand that this was the first thing?"

Sentence Building

Producing similes to
complete sentences

Print the following sentences on the chalkboard and read them with the children. Have the pupils take turns composing similes to complete the sentences. Encourage them to suggest a variety of similes for each sentence.

1. Mr. Scrunch looked like _____
2. The little sails that Mr. Scrunch invented for the ducks looked like _____
3. The big puffy pillow felt like _____
4. The pig on stilts moved like _____
5. The horses with their new inventions looked like _____
6. Belle raced around like _____

Recognizing,
identifying, and
producing compound
and complex sentence
patterns using the
connectives or, so,
until, and because

Print the following exercise on the chalkboard or do it orally with the pupils. Have the pupils read silently the connectives below, and then each pair of sentences.

or so until because

1. Did the pigs get the new stilts? Did they get the new sails?
2. Mr. Scrunch invented sails for the ducks. They could do a better job of swimming.
3. Mr. Scrunch felt sorry for the pigs. He was always last in the race.
4. The horses ate the corn. They became sick.

Recall with the children that they can join each pair of sentences into one sentence with the connective indicated.

In each case, elicit the required compound or complex sentence and print it on the chalkboard as it is given by the pupils. Then have the group note what changes occur in punctuation and capitalization. If the pupils have difficulty forming some of the sentence patterns, follow the procedures suggested in the exercises for producing compound and complex sentence patterns in the first two Language Development lessons for *Mr. Mugs Kidnapped*.

Note: At this time you may wish to point out to the children that in the story about Mr. Scrunch and in many other stories and articles, they will be reading sentences and phrases beginning with the words *And*, *But*, *So*, and *Or*. In these instances the words are not used as connectives, but are used to give emphasis to what is being stated in the sentence or phrase.

To reinforce correct usage of the irregular past tenses listed on the left, ask the children to answer questions such as the following and have them answer in complete sentences, using the appropriate verb forms. It is not necessary to cover all of the verbs at one time. The question

Recognizing,
identifying, and using
irregular past tenses
sold, became, felt, left,
and flew

may be asked at two or three different times during the day or as the need arises. Also watch for any other verb that the children misuse, for example, "brung," and use the question and answer procedure to help them become aware of the correct form.

"Where did Mr. Scrunch sell his dressing and undressing machine?"

"What did the storekeeper sell to you the last time you went to the store?"

"How did Mr. Scrunch become rich? Why did he become tired?"

"How did Mr. Scrunch feel as he sat on the steps watching the last pig in the race? Why did he feel this way?"

"When Belle raced through Mrs. Bono's garden, what did she leave behind her? What did she leave behind when she raced through Mr. Dilkas' vegetable patch, and then across Mrs. Lee's lawn?"

"After Mr. Scrunch used his last invention, the animals came to him. Where did the chicken fly? Where did the duck fly?"

Homonyms

Print the following words on the chalkboard in two columns as shown.

sew	blue
ate	won
through	deer
or	write
blew	so
one	knew
dear	eight
right	wood
new	threw
would	oar

Direct attention to the first word in the left-hand column. Have the children read the word silently, and then find a word in the right-hand column that sounds like *sew* but is spelled differently and has a different meaning. When the pupils have identified the two words, have them print the homonyms on their papers in this manner: *sew—so*.

Continue in a similar fashion until all the homonyms have been identified. When the exercise is finished, have the children use some of the homonyms in sentences.

Punctuation

Print the following sentence on the chalkboard and have the children read it silently and aloud.

Mr. Scrunch invented a dresser, a sled, a bed, and a chair.

With the children, note the positions of the commas and the period. Encourage pupils to say the sentence aloud again. Then have them explain in their own words the reason for the use of each kind of punctuation mark in the sentence.

Put the following sentences on the chalkboard. Have individual pupils read each sentence aloud as the others follow along silently. Ask the children where they think the commas should be placed, and establish the correct punctuation cooperatively.

Have volunteers take turns printing the commas and the period or question mark in each sentence, and then reading the completed sentence aloud. Have the pupils explain how they know whether a sentence is a telling sentence or an asking sentence.

1. On the farm there were pigs horses hens ducks and cows
2. Belle raced through the yards of Mrs. Bono Mr. Dilkas and Mrs. Lee
3. Mr. Scrunch put the stilts the sails the beds the hats and the fly swatters in the machine
4. Were Jane Olaf Curt and Mary in school today
5. Where are the buttons pins needles tacks cards and pens
6. The game-playing machine can play hockey cards tennis and baseball

Recognizing,
identifying, and using
homonyms

Recognizing and
identifying use of
commas in series,
periods, and question
marks; punctuating
sentences

Recognizing,
identifying, and
producing alphabetic
sequence

Dictionary Skills

Prepare two or three cards for each of the following words: *famous, affection, machine, damage, vanish, invention, enjoy, trouble, roost, Belle, weather, pasture.*

Give seven different word cards to each pupil in the group. Direct each child to place his or her cards in correct alphabetical order. Have the children repeat the process several times using different word cards each time.

After the exercise is finished, have the pupils arrange all the cards in alphabetical order on the chalkboard ledge. Then have the children work in pairs to locate the words and their meanings in their dictionaries.

WRITING

Objectives

Learning to write the letters *i* and *t*

Writing descriptions of characters and inventions; making up names

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebook for each child in the group

Sandbox, crayons, finger paints

The readers

Lined paper and/or notebook for personal writing for each child

Personal Journals

Handwriting

Reading cursive writing

Continue to introduce examples of cursive writing to the pupils. Use written name cards instead of printed name cards, write the pupil's names on "helpers" lists, and use other examples of writing such as those suggested in the first writing lesson for *Mr. Mugs Is Kidnapped*. Exercises and other materials in the various subject areas should be printed both for the teacher and the pupils throughout the Level Six program.

Learning to write the
letters *i* and *t*

For this lesson, teach the pupils how to write the lower-case form of the letters *i* and *t*.

1. At the chalkboard, demonstrate the writing of the letter *i* two or three times.

2. Stand with your back to the pupils and trace the letter in the air, describing the direction of each movement and the retracing. Have the pupils "draw" the letter in the air with you. The children may then make the letter in the air again as you make it on the chalkboard several times. Describe each movement as you make it.

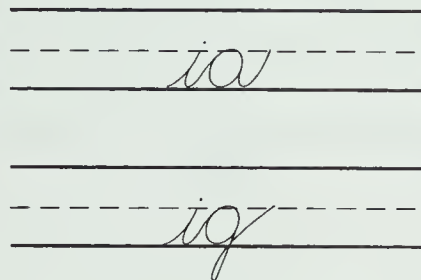


3. The pupils may then trace the letter *i* on their desks with their fingers; trace it in sand; or write the letter with crayons and finger paints, as suggested in the writing lesson for "Mr. Mugs Is Kidnapped."

4. Let some pupils practice the letter at the lined chalkboard, and then have all the pupils practice the letter several times on their papers. Examine the pupils' work carefully. If necessary, have the children check the models again and do more practice in the air, on the desks, and on their papers.

5. When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations. Use the procedure suggested above for the demonstration and practice of the single letter *i*. Pay particular attention to the formation of the joining strokes and give the pupils whatever guidance is necessary to form the combinations correctly. Direct their attention to the letter combinations in the first column, and then the one in the second column.

Column 1



Column 2

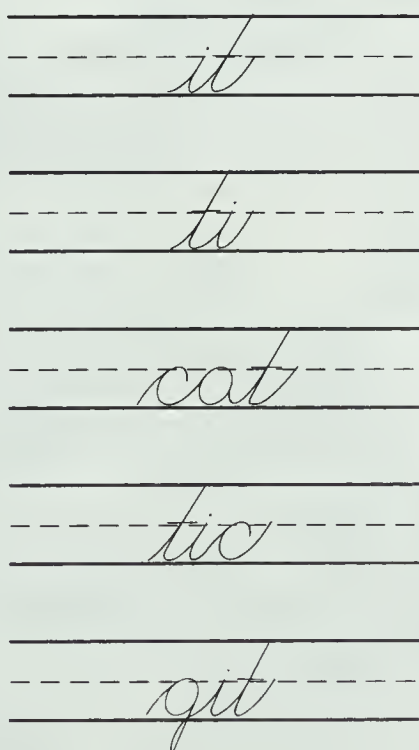


Follow the above procedure to teach the children how to write the lower-case form of the letter *t*.

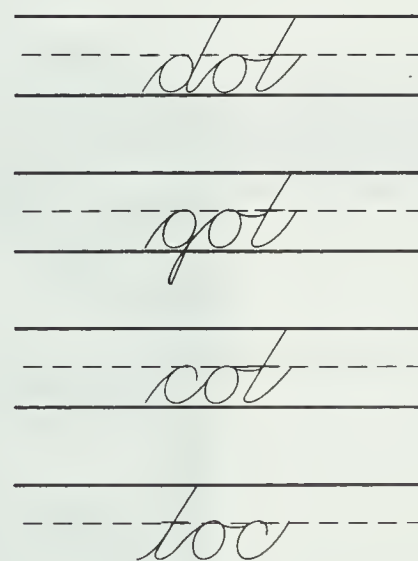


When the pupils can write the letter *t* correctly, have them practice the following letter combinations and words. In each case make sure the pupils can write the combination correctly before practicing the next one.

Column 1



Column 2



Directed Writing

Have the children turn to the first paragraph of the story and find words that describe Scrunch's appearance. (*pink face, white hair and whiskers*) Print the words on the chalkboard. Then ask the pupils to look at the pictures in the story, think about Mr. Scrunch and what he did, recall his thoughts and ideas, and suggest more words and phrases to describe him — his face, height, and weight; his mannerisms and movements; his walk; and so on. Print the words and phrases on the chalkboard as they are suggested by the children. Some possible descriptive phrases might be *not too tall and not too short; round, bald head; cheerful smile; quick, jerky walk*. If the pupils have difficulty thinking of descriptions, give one or two examples and through questioning elicit some of the above phrases.

Ask the children to turn to page 13 and read the part of the story that tells about the damage that Belle did when she became angry at the grazing machine.

"What damage did Belle do in Mrs. Bono's garden?"

"What do you suppose Mrs. Bono did when she saw what Belle had done?"

"What do you think Mrs. Bono said when she saw the damage?"

"What might she have said to Mr. Scrunch when he paid her for the damage?"

"What work do you think Mrs. Bono had to do to put her garden in order again?"

"What kind of person do you think Mrs. Bono is? Why? What words can you use to describe Mrs. Bono?"

Have the children think of words and phrases that might describe Mrs. Bono, in the same manner that they suggested descriptions of Mr. Scrunch. Direct the pupils to write their descriptions on their papers or in their notebooks.

Ask the children to turn again to page 6 of the story and reread the paragraphs that tell about Mr. Scrunch's dressing and undressing machine. Have the pupils suggest some names that Mr. Scrunch might have called this machine, for example: *The Scrunch Dresser and Undresser, The Scrunch Quick Dresser, The Zap Chair Dresser*.

Have the children turn to page 7 and read about the next invention described in the story.

"What do you think Mr. Scrunch's sled looked like?"

"What else do you suppose it could do?"

"What might be a good name for this sled?"

Print one or two descriptive phrases suggested by the pupils on the chalkboard. Have the children print further descriptions, some uses of the sled, and some descriptive names for the sled on their papers. They may work individually or in pairs and share their work with other



Creative Writing

Personal Writing

Have the pupils continue personal writing activities as discussed in the *Writing* strand for Story 1 in *Mr. Mugs Is Kidnapped*. For this lesson, have the children write fanciful or realistic descriptions of some or all of the following people: Mr. Scrunch's best friend; one or both of the men that Mr. Scrunch hired to work on the farm; the veterinarian; Mr. Dilkas; Mrs. Lee. Have the children make up names for the people who were not given names in the story.

Suggest that the pupils expand the descriptions of some of Mr. Scrunch's inventions not previously discussed. Direct them to describe the appearance of each invention chosen, describe several uses for each, and make up two or three names for each one. Have the pupils choose from among the following: the self-making bed, the self-rocking rocking chair, the game-playing machine, the pig stilts, the hats for horses, the automatic fly swatter, the beds for hens, the sails for ducks, or the grazing machine.

Have the children include their descriptions of characters and inventions in their own stories about Mr. Scrunch or about the other people mentioned in the reader story. They might write humorous stories about inventions that didn't work according to plan and the trouble they caused; stories about inventions that helped people with bothersome chores; stories about mysterious or puzzling inventions.

Some children might like to write stories about helpful or fanciful inventions they would like to have at home or at school.

Remind the children to compose suitable titles for the stories they write. Encourage them to illustrate their stories and share them with the group.

Personal Journal

Writing in the Personal Journal should be continued. For details see the *Writing* strand for Story 2 in *Mr. Mugs Is Kidnapped*. After the completion of the personal writing activities suggested above, provide further writing time for those children who wish to make entries in their Personal Journals.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying words containing the consonant clusters *spr*, *squ*, *str*, *scr*, *thr*, and *tch*

Recognizing and identifying prefixes and suffixes

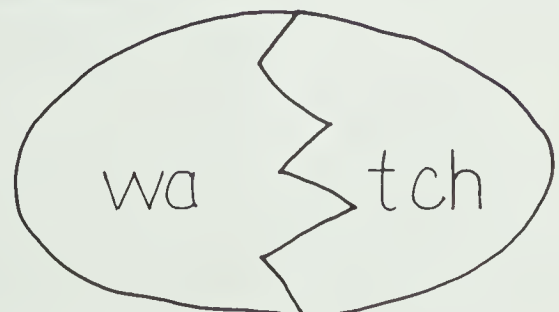
Scrambled Eggs

Objective

Recognizing and identifying words containing the consonant clusters *spr*, *squ*, *str*, *scr*, *thr*, *tch*

Number of Players

One or more



Decoding Skills:
Phonemic Analysis

Materials Needed

Sets of egg-shaped cards, each cut into two jagged sections to separate the consonant cluster and the rest of the word: *spr ing, spr awl, spr ead; squ irm, squ eak, squ in; str ung, str oke, str eet; scr eam, scr ap, scr ape; thr ee, thr ough, thr one; pi t la tch, pa tch*.

Procedure

Each player is given a set of cards and matches the sections to unscramble the word.

The Word Inventor

Objective

Recognizing and identifying prefixes and suffixes

Number of Players




One to Three

Materials Needed

A laminated "Word Inventor" board containing three circles with spinners: one circle for prefixes *a, be, de, ex, re, pre, un, dis*; one circle for root words such as *friend, like, invent, agree, heat, press, direct, fair, color*; and one circle for the suffixes *ful, less, ly, ion, er, es*.

Procedure

A player spins each spinner in the three circles and uses at least two out of the three word parts selected to make a word. The player records the word on the lines below the circles. If the player cannot make a word, he or she misses a turn.

The Word Inventor		
Prefix Dial	Root Word Dial	Suffix Dial
		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Objectives

Discussing humor of poem

Observing picture details

Distinguishing between possible and impossible

Reading poem in unison

Interpreting the poem by writing a cooperative list or poem, drawing pictures or a mural, writing stories

Responding to Poetry

Have the children turn to the table of contents and locate the title of the poem. Ask a volunteer from the group to read the title.

Let the children discuss the title of the poem briefly. "What do you think a place named Backward Town might be like? What do you think the people in Backward Town might be like?"

"Do you think that this will be a funny or a serious poem? Listen while I read it to see if you are right." Read the poem to the children as they listen with their books closed.

Encourage the children to discuss the nonsense and the humor of the poem.

Ask the pupils to turn to page 17 in their texts. "How do you know that the people in the picture live in Backward Town?"

Read the poem aloud a second time as the children follow in their books.

"Which of the things that people do in Backward Town are possible to do? Which things are impossible? Would you like to live in Backward Town? Why or why not?"

Let several volunteers from the group read the poem aloud. Then have the children read it in unison.

"What other things do you think the people of Backward Town might do?" List the children's suggestions on the chalkboard or on a chart. You may wish to have them make their ideas into a cooperative poem beginning

"While I was out walking in Backward Town,
I saw. . ."

Have the children draw pictures of the odd or funny people and events in Backward Town. As an alternative, you could have them work together on a Backward Town mural.

Have the children write stories about "A Day in My Life in Backward Town." A display of the pictures or mural and the stories could be arranged on the bulletin board.

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Observing picture details
Inferring feelings; drawing inferences
Valuing story, its ending, and story ideas
Recalling details; verifying answers
Expressing opinions
Applying story idea to personal experience
Listening to repeat patterns
Summarizing the story
Recognizing cause- and-effect relationships

INTEGRATIVE OPTIONS

Cooking — making pancakes
Drama — role playing family problem situations; miming emotions
Books — reading independently

DECODING SKILLS

Recognizing and identifying new words
Observing special words
Recognizing and identifying final consonant clusters *nt, st, nd, lt*
*Recognizing and identifying final consonant cluster *lk*
Recognizing and identifying vowel sounds controlled by *r*
Recognizing and identifying verb endings *s, es, ed, ing*
Noting the number of syllables heard in words
Dividing words with prefixes and suffixes; with inflectional verb endings
Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying words denoting sequence of events
Recognizing and identifying nouns and verbs; subjects and predicates
Recognizing, identifying, and producing complex sentences using connectives *when, as, while, until, after*; using sequence words as connectives
Recognizing and identifying pronouns and their antecedents
Recognizing, identifying, and producing alphabetic sequence

WRITING

Learning to write the letters *u* and *w*
Discussing diaries; writing diary entries
Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying words containing final consonant clusters *nt, st, nd, it*
Recognizing and identifying verb forms with *s, es, ed, ing*
Recognizing number of syllables in words

Literary Appreciation**

Relating picture and story
Drawing inferences about story characters' feelings; about story situations
Valuing story, story ending, story ideas
Applying story idea to personal experience
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to repeat patterns
Listening to note the number of syllables in words

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Speculating; formulating questions
Observing picture details
Inferring feelings; drawing inferences
Valuing story, its ending, and story ideas
Recalling details; verifying answers
Rereading story for enjoyment
Expressing opinions
Applying story idea to personal experience
Listening to repeat patterns
Summarizing the story
Recognizing cause-and-effect relationships

Developing Pupil Inquiry

Have the pupils turn to the table of contents and find the title of the next selection. Ask a volunteer from the group to read the title.

Let the children speculate on what the story might be about. "What questions would you like to ask about the story?" When the children have asked their questions, print them on the chalkboard or on newsprint.

Have the pupils tell on what page the story begins, and then suggest that they turn to page 18 to see what they can find out about the story.

When the children turn to page 18, have them read the title and look at the picture on page 19. "What is happening on page 19? How does the girl in the story feel? What is she thinking about?"

Let the children look at the pictures on the succeeding pages of the story and briefly discuss the happenings. "What is happening on page 21? How might the girl and her mother feel on page 22? Why?"

"What other questions would you like to ask about the story now?"

Add the questions the children pose to the question box:

What *did* the person say?

Why is the girl crying at the beginning of the story?

What happened between the girl and her mother?

"Now read the story to see whether you can find the answers to your questions."

Developing Pupil Response

Have the pupils read the entire story silently.

When the children finish reading, encourage reaction to the story and the story ending. "Did you like this story? What did you like best about it? Why? Did you like the ending? Why? Did the story seem real to you? Give reasons for your answer."

Refer to the questions in the question box and have the pupils read them again. "Did you find the answers to your questions?"

Have the pupils tell the answer to each question in their own words and verify each answer by reading aloud the pertinent story lines. If some questions cannot be answered in the story text or illustrations, have the children tell what they think the answers might be.

Using the table of
contents
Speculating;
formulating questions

Observing picture
details; inferring
feelings

Speculating
formulating questions

Reading
Valuing story and its
ending

Recalling details;
verifying answers

Rereading story for
enjoyment

After the discussion, let the children read the entire story again for their enjoyment. Some pupils will be anxious to reread the story silently and independently. Others will need to reread all or part of the story orally under your guidance. If preferred, the rereading may be done after the discussion of the questions under "Synthesizing."

Synthesizing

Inferring feelings;
drawing inferences

1. "How did Marty feel after she said 'I hate you,' to her mother? Why might she have felt this way?"

Inferring feelings

2. "How do you think Marty's mother felt that night? What things might she have thought about?"

Drawing inferences;
expressing opinions

3. "Why do you think Marty's mother decided to make pancakes the next morning? Was this a good idea?"

Applying story idea to
personal experience

4. "Were you surprised that Marty's mother didn't punish her for what she said? Do you think Marty should have been punished? Why or why not?"

Expressing opinions

5. "Have you ever had an experience like Marty's, when you said something and were sorry about it later? If so, tell about it."

Valuing ideas in the
story

6. "Do you think Marty handled her problems with her mother in a good way? Why or why not? Do you think Marty and her mother will ever have a bad argument like this again? Why?"

7. "What do you think are some other good ways for parents and children to solve their problems?"

Developing Comprehension, Research, and Listening Skills

Listening to repeat
patterns

Listening. Have the children listen to and repeat rhythmic patterns that you make. You can use a variety of methods to create these patterns — clapping, tapping, or using rhythmic instruments. This type of activity is helpful to the child who has difficulty with listening, remembering, and coordination skills and can help you identify pupils who need further practice in these areas.

Have the child turn his or her back to you. Make the pattern. Ask the child to repeat the pattern in exact sequence. Patterns proceeding from simple to difficult should be used (1 is long beat; 11 is two short beats).

1. 1 11

2. 11 1 11

3. 1 11 11

4. 1 1 11 1

5. 11 1 11 1

6. 1 11 11 1 1 11

7. 1 1 1 11 11

8. 1 1 11 11 11 1

This activity may also be done using words and phrases. Ask the children to say different sound words — *pop, bang, crash, beep, splish-splash, flip-flop*, and so on. Have the children select one word or phrase that they particularly like and whisper this word or phrase, trying to develop a "rhythm" to the repetitions. Ask a volunteer to say his or her word rhythm pattern to the other children and encourage the others to join in.

Summarizing the story

Literal Comprehension. Print the following group of sentences on the chalkboard. Have the children read the sentences. Then ask the children to decide which three sentences could be used in a summary of the story. Discuss briefly with the children their reasons for including some of the sentences. Have the summary sentences underlined. Then have the pupils make up a fourth sentence to conclude the summary. Put this sentence on the board.

Marty was angry and told her mother that she hated her.

She shouted the words from the top of the stairs.

All night Marty thought about all the mean things her mother had done to her.

She cried in the dark.

The next morning at breakfast Marty and her mother made pancakes.

Marty helped mix the pancakes.

Recognizing
cause-and-effect
relationships

Literal Comprehension. Print the following sentences on the chalkboard. Have the children read the first three sentences, decide which ending is correct, and then underline it. Have them complete the last two sentences themselves. Briefly discuss the pupils' reasons for choosing their answers.

1. Marty said "I hate you" to her mother because she was very angry.
she liked her father better.
2. That night Marty cried because she knew her mother would hit her.
she thought about all the mean things her mother had done to her.
3. The next morning Marty was surprised because her mother let her help make pancakes.
her mother was making pancakes and it wasn't the weekend.
4. Marty's mother said that she had cried too because
5. Marty and her mother laughed, cried, and hugged that morning because

INTEGRATIVE OPTIONS

Cooking

Making Pancakes. Let the children have a pancake party. Depending on the size of the group and the equipment you have available, you may wish to divide the children into teams to shop for ingredients, mix the batter, and cook the pancakes.

The recipe below makes twelve to fourteen pancakes — adjust it to your needs. Ingredients such as sliced apples, chopped nuts, and blueberries can be added to the batter. Some of the children may wish to bring favorite pancake recipes from home.

In one bowl, blend together

425 mL flour
15 mL baking powder
30 mL sugar
2 mL salt

In another bowl, beat together

560 mL milk
1 egg
25 mL vegetable oil

Add the dry ingredients to the wet ones and stir until the batter is smooth. Pour the batter into a preheated, greased frying pan using about 60 mL for each pancake. Turn the pancakes when the underside is brown. Serve with syrup.

Drama

Role Playing Family Problem Situations. Present the following problem situations to the children. Have the children discuss each problem and suggest solutions for it. Then let volunteers from the group act out the situation.

1. Jane's mother has a best friend, Marion, who has a daughter Jane's age named Cindy. Whenever Marion comes over she brings Cindy to play with Jane. Jane dislikes Cindy and wants her mother to stop making her play with Cindy. "I want to pick my own friends!" says Jane.

"Cindy is such a nice girl. I think you two could be friends if you would only try," says Jane's mother.

2. André's mother and father expect him to be in bed by nine o'clock on school nights. "All my friends get to stay up later to watch TV," says André.

"You need your sleep," say his parents.

3. Tina's parents want to send her to summer camp. "I would rather stay home to play with my friends here," says Tina.

"You'll have lots of fun at camp. Try it for one summer, you'll see," say her parents.

Miming Emotions. Have the children move and act in response to emotion words such as happy, sad, excited, angry, sorry, frightened, bored, curious, disappointed, nervous, proud, surprised, or lonely.

Book Center

Cleary, Beverly. *Ramona and her Father*. Morrow.

A small girl tries to help her family through rough times in order to cheer up her father.

Cohen, Barbara. *Where's Florrie?* Lothrop.

A girl runs away after she has angered her father but finds he loves her after all.

Kuskin, Karla. *A Boy Had a Mother Who Bought Him a Hat.* Houghton Mifflin.

A warm, funny story told in verse about a boy and his beloved mother.

Zindel, Paul. *I Love My Mother.* Harper & Row.

A fatherless boy tells about all the reasons he loves his mother.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Observing special words

Recognizing and identifying final consonant clusters *nt, st, nd, lt*

*Recognizing and identifying final consonant cluster *lk*

Recognizing and identifying vowel sounds controlled by *r*

Recognizing and identifying verb endings *s, es, ed, ing*

Noting the number of syllables heard in words

Dividing words with prefixes and suffixes

Dividing words with inflectional verb endings

Observing the spelling of spelling words

**Introduction to new element*

Materials Needed

Lined sheets of paper for spelling exercise and dictation

Spelling notebooks

Word Meaning

New Words: drawer, poured, batter

Decodable Words: stamped, Marty

Enrichment Words: neighborhood, rattled, door knobs, ruffled, mumbled

Write the words *drawer*, *poured*, and *batter* on the board. Then write these sentences

Mom let me mix the _____ for the cake.

Get a clean shirt out of the top dresser _____.

Jim _____ the milk into the glass.

Have each sentence read, and ask the pupils to select the word that makes sense in it. When a word has been selected, write it in the blank and have the sentence read again.

Discuss with the pupils the words in each sentence that helped them to know which word to choose. In the first sentence the words *mix* and *cake* provide the clue. A cake can only be mixed before it is baked, and the unbaked mixture is called the *batter*.

In the second sentence, the words *clean shirt* and *dresser* provide clues. A dresser is made up of drawers. Clean shirts are usually kept in dresser drawers.

In the third sentence, the clues are *milk* and *into the glass*. Milk is a liquid, and when a liquid is transferred from one container to another, it is poured.

Call upon volunteers to use the new words in other oral sentences.

Point to *drawer* and *poured* on the board. Have the words pronounced and call attention to the unexpected parts of each word: *drawer* — the *awer* standing for the /ôr/ sound as in *for*; *poured* — the *our* standing for the /ôr/ sound as in *for*.

Note that the same vowel sound is heard in both words, even though the spelling is completely different.

Recognizing and
identifying new words,
using context clues

Observing special
words

Phonemic Analysis

Recognizing and
identifying final
consonant clusters nt,
st, nd, lt

Write these words on the chalkboard:

went

against

round

felt

Have each word pronounced and the final cluster identified by having it spelled.

Say the following words, as the pupils listen for the final sounds. Have the final consonant cluster in each word identified by spelling.

band

find

send

breakfast

roost

want

pint

moment

salt

colt

fond

built

Recognizing final
consonant cluster lk

Put *milk* on the board and ask a pupil to pronounce it. Have the word pronounced again, as the pupils listen for the final sounds. Call attention to the final consonant cluster /lk that stands for the final sounds in *milk*.

Write these words on the board:

bulk

silk

elk

sulk

Ask pupils to pronounce the words. Have the final consonant cluster in each word identified by spelling and then circled.



Recognizing and
identifying vowel
sounds controlled by r

Write on the board as key words:

1. car

2. for

3. fern

4. hair

Have the words pronounced and the vowel sound in each one noted.

Place these sentences on the board:

Marty went upstairs and curled up in bed.

That man is such a nervous person!

Jan stirred the batter for the birthday cake.

This morning I heard a bird singing.

That chair is worth a lot of money, sir.

He can't afford the bus fare.

She started forward, then whirled around.

He murmured the words so low I could hardly hear him.

Call upon a pupil to read each sentence. Have all the words in which the vowel sound influenced by *r* identified. Ask the pupils to tell which key word contains the same vowel sound, no matter what the spelling might be, and write the number of the key word above the word in the sentence. Then have the pupils identify the letters in the sentence word that stand for the vowel sound and draw a line under them. As an example, the first sentence will look like this:

1 4 3
Marty went upstairs and curled up in bed.

Structural Analysis

Recognizing and
identifying verb
endings s, es, ed, ing

Put the following words on the board:

pour	pours	poured	pouring
wish	wishes	wished	wishing
stir	stirs	stirred	stirring
cry	cries	cried	crying
hate	hates	hated	hating

Have each root word and its inflected forms read, and ask pupils to explain how each inflected form is made.

Then read the words below. Call upon a pupil each time to add the indicated ending, pronounce the inflected form, and spell it.

Add s or es to:	Add ed to:	Add ing to:
mix	damage	enjoy
expect	slam	love
dry	murmur	carry
vanish	hurry	miss

Syllabication

Noting the number of
syllables heard in
words

Say the words below, as the pupils listen to detect the number of syllables heard in each word. Have them hold up fingers to identify the number of syllables — four fingers for four syllables, three fingers for three syllables, and so on.

universal	neighborhood	unhappily
batter	rattled	cross
pour	decoration	forgot
another	blueberries	anger

Dividing words with
prefixes and suffixes

Recall with the pupils that prefixes and suffixes are always separate syllables. Write the following words on the board and call upon pupils to pronounce each word, identify the root word and the prefix or suffix or both, and tell where the word should be divided into syllables.

hateful	regain	exchange	crossly	unfairly
disclose	mixer	believer	prefix	lifeless

Dividing words with
inflectional endings

Place these words on the board:

wishes	acted	ended	working
--------	-------	-------	---------

Have each word pronounced and the number of syllables identified. Explain that the ending *ing* is always a separate syllable and that *es* and *ed* are separate syllables if you can hear them as separate syllables when the word is pronounced. *Es* is always a separate syllable if the root word ends in *ch*, *sh*, *x*, *s*, *ss*, *z*, *zz*, or the /j/ sound. *Ed* is always a separate syllable if the root word ends in *t* or *te*, *d* or *de*.

Place the following words on the board:

hated	lunches	roosted	sided
washes	shouting	kisses	pouring
crying	bounded	shaking	bridges

Ask pupils to pronounce each word, identify the root word and the ending, and tell where each word should be divided into syllables.

Spelling

Write *drawer* and *pour* on the board. Have the words pronounced and call attention to the two spellings standing for the /ôr/ sound as in *for*. Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as the following:

Spoons are in the top drawer of the cupboard. drawer

Please pour some cream into the glass pitcher. pour

If a pupil misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying words denoting sequence of events

Recognizing and identifying nouns and verbs; subjects and predicates

Recognizing, identifying, and producing complex sentence patterns using the connectives *when, as, while, until, and after*; using sequence words as connectives

Recognizing and identifying pronouns and their antecedents

Recognizing, identifying, and producing alphabetic sequence

Materials Needed

The readers

Pocket chart and cards for the words required under "Sentence Building"; period cards and question mark cards

Colored chalks

Lined paper for each child in the group

Dictionaries

Sentence Awareness

Direct the pupils to turn to their readers and read the first paragraph on page 18. "What happens in the first part of the story?"

"Did Marty speak angrily to her mother when she was going upstairs to bed, before she went upstairs, or after she went to bed?"

"What words tell you that Marty spoke to her mother at the same time that she went upstairs to bed?"

Have the pupils read the last paragraph on page 19 and direct attention to the last two sentences. Have the children identify the words that tell when Marty lived her life over, and the words that tell when Marty's words were still there with her.

Ask the children to turn to page 20 and read the last paragraph. "What does this paragraph tell you about?"

"In this part of the story, Marty and her mother took turns stirring the batter and Marty's mother poured the batter into a pan. Which of these two things happened first? Which happened second?"

"What word tells you that Marty and her mother stirred the batter first and Marty's mother poured the batter in the pan second?" (Then)

"Read the sentence that tells you which of these two things happened first and which happened second. How will you say the word *then* to help us understand which happened first and which happened second?"

Sentence Building

Recognizing and identifying nouns and verbs; subjects and predicates

Print the following sentences on the chalkboard.

Marty cooked.
Mr. Scrunch invented.
Belle raced around.
Marty and her mother made pancakes.
The inventor is resting.

Have the children read the first sentence. "What word in this sentence tells us who someone did?" Have a volunteer draw two lines under the word *cooked* with colored chalk. "What word in this sentence tells us the name of someone?" Have another child draw a line under the word *Marty* with chalk of a different color.

Continue in a similar manner with the rest of the sentences. In the third sentence, accept *raced* or *raced around* as the "doing word(s)." In the fourth sentence, accept *made* or *made pancakes* as the "doing word(s)." Accept *Marty and her mother*, *Marty* and *her mother*, *Marty* and *mother* as the "name words." In the fifth sentence, accept *is* or *is resting* as the "doing word(s)." Accept *The inventor* or *inventor* as the "name word(s)."

Print the following pairs of sentences on the chalkboard. Have the children silently read the connectives below and each pair of sentences.

Recognizing, identifying, and producing complex sentence patterns using the connectives when, as, while, until, and after; using sequence words as connectives

as until after when while

1. Georgie ate an apple. He came home from school.
2. Jodi was whistling. She went to the store.
3. John added an egg to the batter. He added some milk.
4. Marty waited in the house. It stopped raining.
5. Jan dried the dishes. Curt washed them.

Direct the children to form each pair of sentences into one sentence, using one of the connectives listed. Give whatever guidance is necessary to have the children form a complex sentence. Print the newly-formed sentence on the chalkboard as it is given by pupils. Have the sentence read again, and then have the group note what changes occur in punctuation, capitalization, and wording.

Recognizing and identifying pronouns and their antecedents

Print the following pairs of sentences on the chalkboard and have the pupils read them silently and aloud. With the group, note the way the sentences sound repetitious. Underline the repeated words or phrases as the children point them out.

1. Marty and her mother made some pancakes. Then Marty and her mother washed dishes.
2. Pat likes to play baseball. Pat likes to read story books too.
3. The inventor made a set of self-cleaning windows first. The inventor made an everlasting pen second.
4. Marty and I will go to Jack's party. Marty and I will go to Kate's party too.
5. The game is on the table. Peter put the game there.
6. Give this book to Jane. Jane needs it for her homework.
7. The pancakes were very hot. The pancakes almost burned my mouth.
8. Please leave your bicycle here. The bicycle will be safe in this spot.

Direct attention to the first two sentences. "What small word can you use in the second sentence to take the place of the words *Marty and her mother*?"

Have a child read the sentences aloud, replacing the underlined words in the second sentence with a pronoun. Erase the words *Marty and her mother* and print the pronoun *They* in their place.

"Now read the sentences again. Do they sound better when you use *They* in the second sentence? Why do you think they sound better?"

Continue in a similar manner with the rest of the pairs of sentences.

Dictionary Skills

Recognizing,
identifying, and
producing alphabetic
sequence

Print the following groups of words on the chalkboard in the order shown.

batter	pour	drawer	shoulder	moment	especially	
clothes						
house	left	noodles	apron	year	river	famous
ocean						
quarrel	guess	uniform	worthwhile	kettle	tailor	Jasper
hammer						

Have the pupils establish the correct sequence of the words in each group, and print them on their lined papers in alphabetical order.

Recognizing and
identifying alphabetic
sequence

Provide each member of the group with a beginning dictionary (or let the children work in pairs). Print the words below on the chalkboard. Have the pupils answer each of the following questions orally, and then direct them to find the words in their dictionaries.

"Will you find the word *batter* near the beginning or the end of the dictionary?"

"Will you find the word *word* near the beginning or the end of the dictionary?"

"In what part of the dictionary will you find the word *laundry*?"

"In what part of the dictionary will you find the word *zebra*?"

"In what part of the dictionary will you find the word *chair*?"

WRITING

Objectives

Learning to write the letters *u* and *w*

Discussing diaries; writing diary entries

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebook for each child in the group

Lined paper and/or notebook for personal writing for each child

Personal Journals

The readers

Handwriting

Learning to write the
letters *u* and *w*

Teach the pupils how to write the lower-case form of the letters *u* and *w*.

First, demonstrate the writing of the letter *u* two or three times on the chalkboard. Then continue with the pertinent sections of the procedure suggested for the demonstration and practice of a single letter in the previous lesson. For further details see the lessons for "Mr. Mugs Is Kidnapped" and "Fish Head" at the beginning of this guidebook.

Keep in mind that when teaching cursive writing forms, the examples you write on the chalkboard will be the models copied by the children. Thus, it is important that you form each letter accurately.



When the pupils have shown that they can write the letter correctly, have them practice following letter combinations and words. Use the procedure suggested for the demonstration and practice of a single letter in the previous lesson. Pay particular attention to the formation of the joining strokes and give the pupils whatever guidance is necessary to form combinations and words correctly.

Column 1

Column 2

uw

cud

ut

dug

tw

put

au

uw

qu

uw

Teach the children how to write the lower-case form of the letter w. Follow the procedure suggested in the previous lesson.



When the pupils can write the letter w correctly, have them practice the following letter combinations and words. In each case, be sure that the pupils can write the combination correctly before practicing the next one.

Column 1

Column 2

wa

gow

wd

quit

twit

wo

dio

wow

out

Discussing diaries

Discuss diary writing with the children. Elicit that a diary is a book in which people write about their thoughts, feelings, and experiences. Some people write in their diaries every day, others make diary entries every few days or every few weeks. Diary entries are always dated as they are meant to be daily or periodic records of thoughts and/or experiences. Sometimes people want their diaries to be strictly personal and private; sometimes they show what they write to others.

Elicit that the Personal Journal might be called a diary, and have the pupils explain why this is so.

Writing diary entries

On the chalkboard, print what the pupils think Marty might have written in her diary the evening that she told her mother she hated her. Discuss words and phrases that could be used to describe her feelings. The children might suggest a diary entry such as the following:

November 13

Mom was so mean tonight. I just wanted to go to Janey's place for a little while. So I said I hated her. Now I'm sorry but I can't tell her that. I wish I didn't feel so awful.

Have the pupils work on their own to write the entry that Marty might have made in her diary the next day. Let them use the diary entry on the chalkboard as a guide.

Creative Writing

Personal Writing; Personal Journal

Suggest that the pupils make diary entries in their Personal Journals or in special booklets for this purpose. Some pupils may wish to begin an actual diary at this point. Have the children write about family or school happenings if they wish, or about anything else they would like to record.

For further writing activities, have the pupils compose stories about problem situations similar to the one in the story — situations in which the main character says something unfeeling and is sorry about it afterward. The stories may be about the pupils' own experiences or may be entirely fictional. Print sentences such as the following on the chalkboard or on chart paper for the children to use as story starters:

"You're not my friend any more!"

"That looks awful!"

"Don't be so stupid!"

"I don't want to!"

"That was mean of you!"

"You always get your way!"

Have the children reread pages 18 and 19 of the story to recall the words Marty used to describe her feelings of anger. Then suggest that the pupils write poems about their emotions. The children may use beginnings such as the following, or they may have their own ideas.

When I am sad, I . . .

Today I feel . . .

Yesterday I felt . . .

I'm happy when . . .

If I get angry, I . . .

I feel proud when . . .

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying words containing final consonant clusters *nt, st, nd, lt*

Recognizing and identifying verb forms with *s, es, ed, ing*

Recognizing number of syllables in words

*Decoding Skills:
Phonemic Analysis*

Objective

Recognizing and identifying words containing final consonant clusters *nt, st, nd, lt*

Number of Players

One player to each mitt

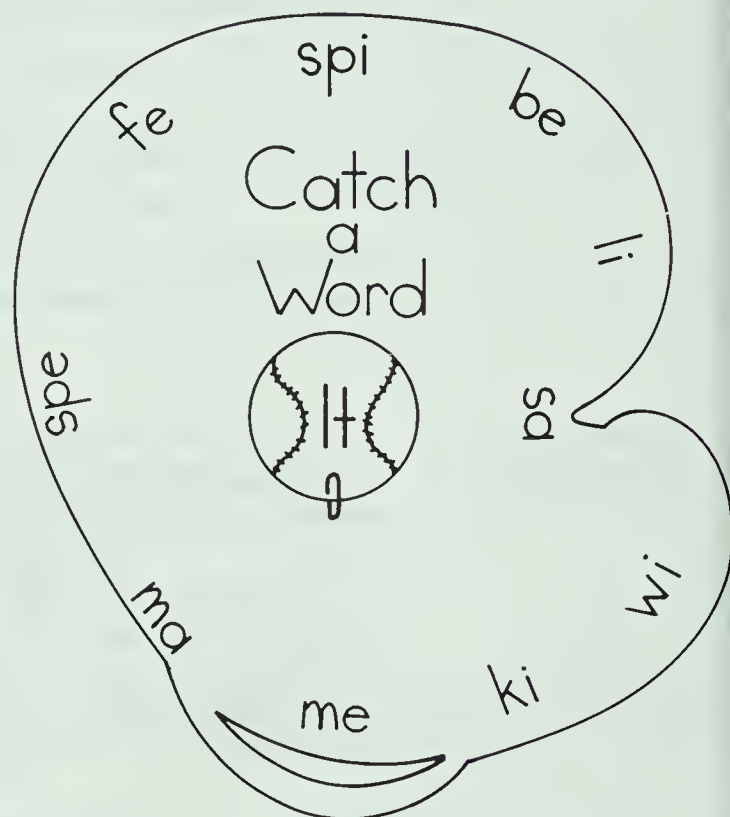
Materials Needed

One baseball mitt-shaped board with word beginnings placed around the outer edge: *le, spi, inve, spe, li, ma, bla, ne, sou*, and so on.

Four baseball-shaped cards, each with a consonant cluster in the center

Paper fasteners

Catch a Word



Procedure

A player selects one of the baseball-shaped cards and attaches to it the center of the mitt-shaped board with a paper fastener. The player then rotates the baseball and reads the words formed.

Hopscotch

*Decoding Skills:
Structural Analysis*

Objective

Recognizing and identifying verb forms with *s, es, ed, ing*

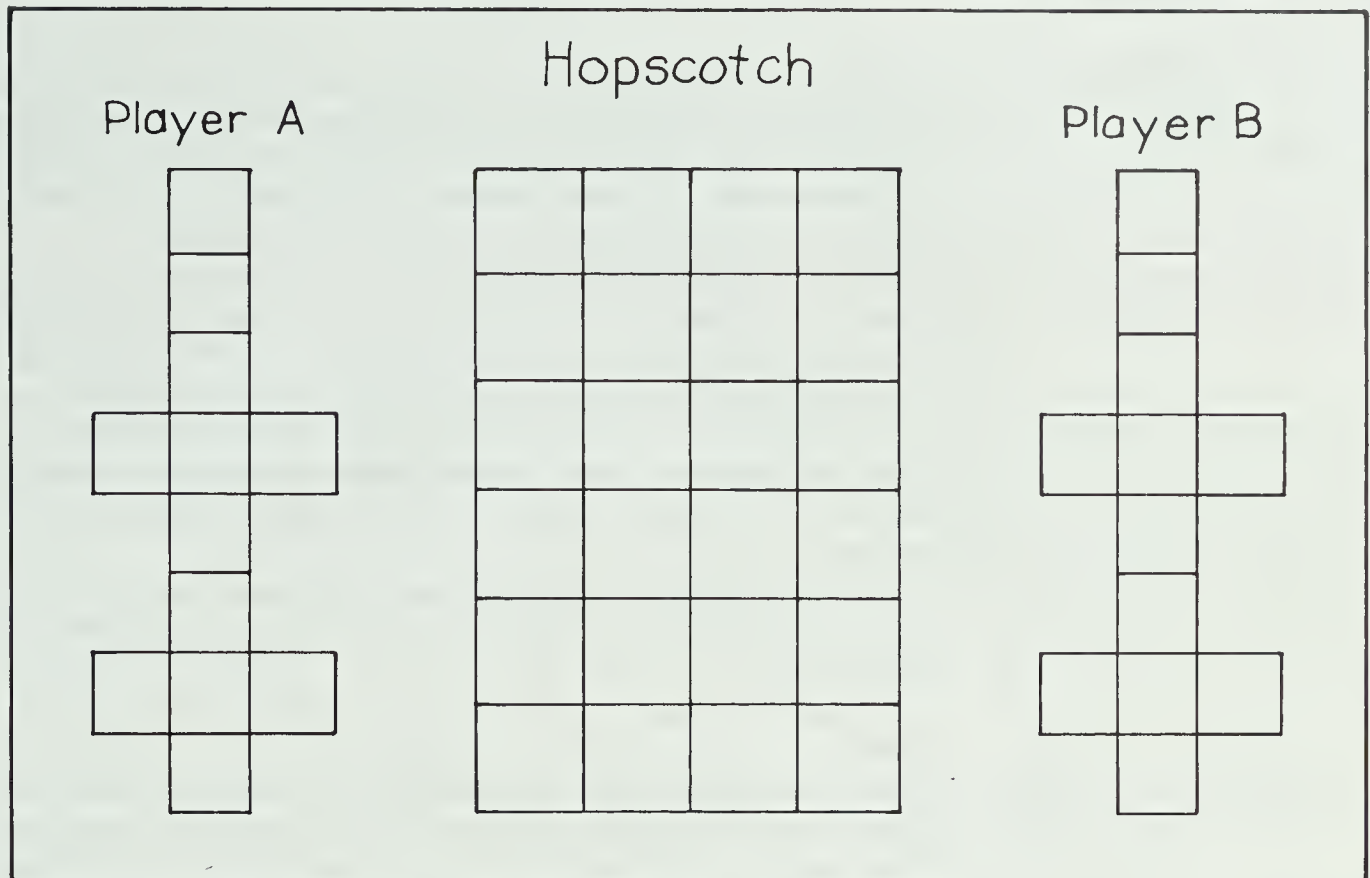
Number of Players

Two

Materials Needed

One "Hopscotch" board

One set of 24 cards, each with root verbs such as: *pour, decide, spin, try, fry, glide, run*
 One set of 24 corresponding cards, each with root and verb endings such as: *poured, deciding, spinning, tires, frying, glided, running*



Procedure

The first set of cards (root verbs) is dealt face up in each of the players' twelve hopscotch squares. The second set of cards (root and verb endings) is placed face down between the players. Each player in turn takes one of these cards and reads the word. If the player can match the card with one on his or her hopscotch, it is placed on the appropriate square. If the card cannot be matched with one, it is returned to the board face down. The winner is the player who matches all the squares in his or her hopscotch first.

Syllable Sort

Decoding Skills:
Syllabication

Objective

Recognizing number of syllables

Number of Players

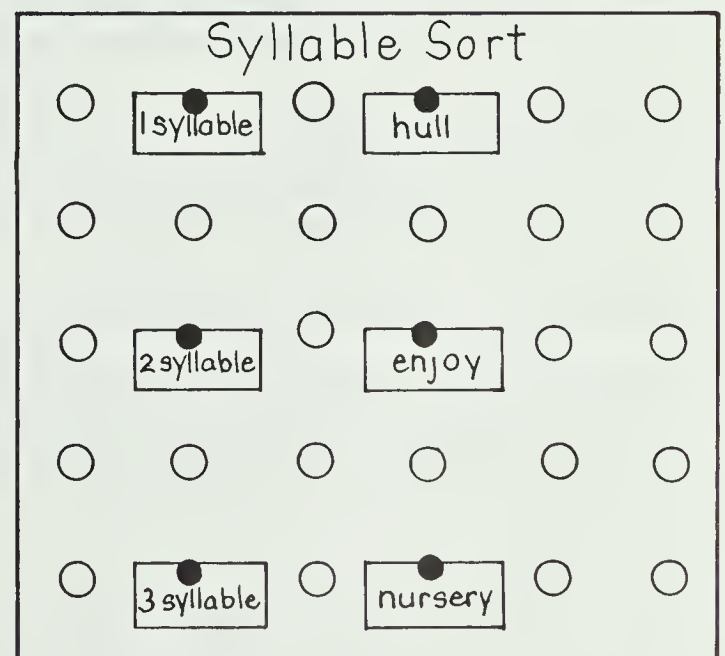
One

Materials Needed

One pegboard with hooks
 Set of cards with one-syllable, two-syllable, and three-syllable words:
roast, mill, knobs, suit, soil, hull, ferns; famous, enjoy, seconds, pasture, batter, heavy; inventor, vacation, nursery, neighborhood, affection, tremendous

Procedure

The player hangs the card on the correct row according to the number of syllables.



Write the name "William Tell" on the chalkboard and tell the children that this is the title of the next story in their reader. Ask a volunteer from the group to read the title.

Ask the children whether they are familiar with the story of William Tell. Let the children who have heard of the story tell what they recall. You could list the story elements the children discuss on the chalkboard or on a piece of chart paper.

Tell the children that they are going to listen to a record and watch a filmstrip of the story of William Tell before they look at the story in the reader. (Obtain the record and filmstrip from the Jam Handy Organization, from your resource center, or from the local library.)

"Let's see how this story is like the story you remembered about William Tell."

Have the children listen to the record as they watch the filmstrip. After the viewing, let the children talk about the story. Let them freely express their reactions to it. Then have them refer to the list of story elements made earlier. Have the children make any necessary amendments to the list.

After reading the story to the children, have them compare the reader story and illustration to the story and pictures on the filmstrip and record. "Were there any differences in the story and pictures?"

Let several volunteers retell the story in their own words, using the reader illustrations as a guide.

Ask the children if they liked the story and what part was their favorite. "What were two problems that William Tell had in the story? How did he solve these problems?"

The children could make a cooperative list of words and phrases describing William Tell's personality. Ask the children to tell what they liked or disliked about William Tell, and encourage them to give examples from the story to support their opinions.

If some children become interested in Switzerland, and want to know more about it, have them make up a list of questions they would like answered about this country. Such a list of questions is an important guide in their choice of materials and reading. Elicit from the pupils various reasons why such a list would be helpful to them in finding more out about a topic. Encourage them to use a variety of sources such as encyclopedias, filmstrips, or geographical texts to find information to answer the questions. The children's report could take a variety of forms such as an oral report, a series of pictures, a mural, a play, or a picture map.

The children might enjoy pantomiming parts of the story in small groups. The audience could try to guess what particular part is being mimed. Portions of *The William Tell Overture* by Rossini, especially parts 3 and 4, could be used to stimulate the children's ideas and provide suitable background accompaniment to a group's pantomime.

Have the children find the title of the next selection in the table of contents. Ask a volunteer from the group to read the title. Let the children talk briefly about what a collection is.

Ask on what page the selection begins and have the children turn to page 27 and look at the illustrations. "What different collections can you see in the pictures on this page?"

Read page 27 for the children, pausing to let them discuss the questions posed and the ideas presented. Discuss whether or not the children have ever made a *real* collection. "What was it? What made it a real collection? Where did you get ideas for collections?" Let the children talk about what got them interested in a particular collection.

If a child already has a collection, encourage him or her to bring it in to class, talk about it, and make an effort to find items to add to it. If a child does not have a collection, encourage him or her to start one. Some children may enjoy working in groups on their collections. "By gathering objects you already have on hand around your house, you can often create an interesting collection. It doesn't have to be big to start with. Collections are most interesting when you can add to them over a period of time. You can sometimes add to them by swapping something with someone else." It is essential, when the children begin their collections, to acquaint the others in the class with their ideas. They may be able to contribute to one another's collections.

If ideas for collections are slow in coming, use the pictures on pages 28 and 29 as a springboard. Other collectibles you could suggest are cartoons, calendars, coins, leaves, bottles, postcards, miniature or stuffed animals, badges, cards, flags, flowers, fossils, marbles, photographs, souvenirs, spices and herbs, spoons, valentines, or yarn.

When the collections begin to grow, you will need to take time to talk about ways of organizing, classifying, and displaying them. At this point, read page 29 to the children to give them some ideas. Setting up a "museum" of collections will involve classification of collections that belong next to each other; for example, Things That Go and The World Around Us.

Children could be encouraged to participate in constructive appraisals of other ideas and efforts, to discuss good points and/or suggest modifications.

Allow time for sharing the collections with one another. Encourage the children to think about why they made their collections and how they made them. They might think of different ways of communicating this information to others; for example, oral reports, taped reports, information charts accompanying the display, or labels on the items.

When the collections museum is ready, invite other classes in the school to visit and share your finds. Part of your presentation might be the singing of Rogers and Hammerstein's song, "My Favorite Things," on page 30 of the reader.

Read pages 31 and 32 to the children to give them further ideas about collections. The whole class together might set up one collection, to which everyone contributes one item. It might be a collection of favorite games, riddles, poems, songs, and so on.

You might consider an unusual collection, such as "an inch collection," to which everyone attempts to contribute an item.

A collection of different sounds collected on tape might be useful for other activities connected with the reading program.

Invite a person in your community who has made a unique collection, to come to your class to speak. You can often find out about these people by consulting your public library.

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Observing picture details
Discussing dialect
Recalling details; verifying answers
Valuing the story; humor
Discussing tall tales
Identifying story location; map reading
Expressing opinions
Discussing heroes of tall tales
Comparing story characters
Alphabetizing fiction books
Recognizing, identifying, and producing sequence
Recognizing and identifying main idea

INTEGRATIVE OPTIONS

Visual Arts — making leaf prints; preserving leaves; making a collage; painting pictures; making a large figure
Environmental Studies: Science — studying trees; identifying trees
Tall Tales — listening to tall tales
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying final consonant clusters *nk, pt, mp, lk*
Recognizing and identifying phoneme-grapheme correspondences /ī/y, /ē/y, /oi/oy
*Recognizing and identifying the phoneme-grapheme correspondence /oi/oi
Recognizing and identifying contractions
*Recognizing and identifying words using graphemic base *oil*
Dividing two-syllable compound words
*Dividing three-syllable compound words
Spelling words using graphemic bases
Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Recognizing and reading runover sentences from one page to another
Recognizing, identifying, and using capitalization
Recognizing and identifying use of commas and their effect on meaning
Recognizing and identifying uses of apostrophes: contractions, possessives, dialect
Recognizing, identifying, and using irregular past tenses *meant, said, heard, found, brought, stood, were*
Punctuating sentences: periods, question marks, commas, apostrophes
Recognizing, identifying, and producing alphabetic sequence
Using personal dictionaries

WRITING

Learning to write the letter *j*
Developing cooperative tall tale; answering questions to produce story
Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing contractions
Recognizing and identifying spelling words
Recognizing syllables in two-syllable compound words

Literary Appreciation**

Relating picture and story
Valuing the story
Discussing tall tales; heroes of tall tales
Comparing story characters
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /ī/y, /ē/y, /oi/oy, /oi/oi

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

- Using the table of contents
- ✓ Speculating; formulating questions
- Observing picture details
- ✓ Discussing dialect
- ✓ Recalling details; verifying answers
- Valuing the story; humor
- ✓ Discussing tall tales
- Identifying story location; map reading
- Expressing opinions
- Discussing heroes of tall tales
- Comparing story characters
- Alphabetizing fiction books
- Recognizing, identifying, and producing sequence
- Recognizing and identifying main idea

Developing Pupil Inquiry

Using the table of contents

Have the children turn to the table of contents and find the title of the next selection. Ask a volunteer from the group to read the title.

Speculating

Let the children discuss the title and speculate on what the story might be about. "What does 'main' mean? Why do you think someone might be called *the Main* John? What do you think a person like this might be like?"

Formulating questions

Ask the children if they have any questions they would like to ask about the story. Record their questions in a question box.

Observing picture details

Ask the children on what page the story begins. Have them turn to the story and look at the pictures. "What is the boy doing in the picture on page 35? What is happening to the tree? What are the other people in the picture doing? Why?"

Formulating questions

Add any further questions the children wish to pose to the question box. They may ask questions such as the following:

- ✓ Who is the Main John?
- ✓ How did he get this name?
- ✓ What is he like?
- ✓ How can the boy pull the tree out of the ground?

Discussing dialect

Before the children begin to read the story, introduce them to the dialect element of the language in the story. Write several words like *loggin'*, *lookin'*, *cuttin'*, and *waitin'* on the chalkboard. Ask the children to read the words and tell what is unusual in their spelling. Explain that in everyday speech, people sometimes drop the ending *g* on words. The author of this story has chosen to write in the particular way some people speak.

"Now read the story to find out about the Main John."

Developing Pupil Response

Reading
Recalling details

Have the children read silently to the end of page 35. When they finish, ask "What happened so far in the story?" Let the children talk about the story events and discuss their reactions to them.

Recalling details;
verifying answers

Recalling details

Verifying answers

Valuing the story;
reading orally

Refer the children to the question box, and have them answer any pertinent questions and verify them by reading from the text.

Then have the children read to the end of the story. "What happened to the Main John in this part of the story?"

Have the pupils answer and verify the remaining questions in the question box.

"Find the part of the story you enjoyed most and read it for the group." Then have children read the entire story orally for enjoyment.

Synthesizing

1. "Did you enjoy this story? Why or why not?"

2. "What is a tall tale? Is this story a tall tale? What events in this story make it a tall tale? Which of the exaggerations did you think was the funniest?"

3. "Where did this story take place? Find New Brunswick on a map of Canada."

4. "Do you think the Main John was a good name to give John Glazier? What other nickname would have suited him? Why?"

5. "The Main John is the hero of this tall tale. What is unusual about this kind of hero? If you were to make your own tall tale hero, what different qualities would you give him?"

During the discussion of this question, it might be helpful to place on the chalkboard the points raised under a heading such as "Tall Tale Heroes." These points could include such qualities as the following: the hero's qualities are highly exaggerated; the hero is usually extremely strong or clever; the hero has exciting adventures and does great feats of strength; many stories are told about this hero, and sometimes the hero actually did exist. You might refer to other tall tale heroes, such as Paul Bunyan, in the course of the discussion.

6. "How do you think stories about a tall tale hero such as the Main John might have started?"

Developing Comprehension, Research, and Listening Skills

Library Skills. This exercise ideally should be done in the school library. If this is not possible, bring at least twenty fiction books from the library to the classroom.

Have the children note the letters printed on the spine of each book. Tell them that the letters FIC stand for fiction, which means that these are story books. Let them examine the other 3 letters, and direct them to the discovery that they are the first letters of the author's name. Tell the children that library fiction books are always arranged in alphabetical order.

Prepare a number of cards of book spine labels such as,

FIC
ALC

FIC
LAT

FIC
ZAB

FIC
TAC

FIC
DAL

Distribute the cards to the children and have them arrange the cards in alphabetical order like books on a shelf.

Print the following exercise on the chalkboard. Have each child copy the spine labels on a sheet of paper and then place them in alphabetical order.

FIC
BAT

FIC
ADM

FIC
SRA

FIC
MAL

FIC
CLE

FIC
KET

FIC
FAL

FIC
POT

FIC
WHI

When the children finish, have them compare their results and make any necessary corrections in their lists.

Mix up the books on a library shelf or on a bookshelf and have the children arrange them in alphabetical order.

Name several titles of books and their authors and have the children locate these books on the library shelves.

Literal Comprehension. Print the following exercise on the chalkboard or duplicate it on individual sheets for the children. Explain to the children that the last three events of the story

Valuing
Discussing tall tales;
valuing humor
Identifying story
location; map reading
Expressing opinions

Discussing tall tale
heroes

Speculating

Alphabetizing fiction
books

Recognizing,
identifying, and
producing sequence

are missing from this activity. After unscrambling the events given by numbering them correctly, they are to record and number the last three events in their own words.

(5) So the cook ran to Fredericton, looking for a frying pan big enough to cook all the pancakes in the world.

(1) When he was a baby, the Main John chewed the tallest tree in the world into a pile of toothpicks.

(6) In Fredericton, the cook and the other logging men found a battleship and tore it apart to make it into a big frying pan.

(3) After that, the Main John went to work as a logger in the woods of New Brunswick.

(2) When he was about four, the Main John pulled his father's big axe out of a tree trunk.

(4) The Main John wanted the cook in the logging camp to make him as many pancakes as he could eat.

Literal Comprehension. Print the exercise below on the chalkboard or duplicate copies of it to distribute to the pupils. The children are to match the sentence beginnings on the left with the corresponding sentence ending on the right by drawing a line between them.

- | | |
|--|---|
| 1. The Main John's father wanted | • into a tree trunk for John to pull out. |
| 2. When the Main John got the tallest tree in the world | • he could use an axe and a peavey hook like a man. |
| 3. The Main John's father tossed his big axe | • the tallest tree in New Brunswick for John's teething ring. |
| 4. When the Main John pulled the axe out of the tree trunk | • he chewed it into toothpicks. |
| 5. By the time the Main John was five | • himself the name, "the Main John." |
| 6. One day John gave | • he heaved the earth into a mountain. |

Literal Comprehension. Print the following sentences on the chalkboard and ask the pupils to read them.

Discuss the sentences with the pupils and decide which one tells the main idea of the story rather than only one particular detail. Have the sentence chosen underlined by one of the children.

The Main John was a logging man.

John Glazier got the name the Main John because he was bigger and stronger than any other logging man in New Brunswick.

The Main John could eat more pancakes than any man alive.

Place the following activity on the chalkboard or duplicate and distribute copies to the pupils. It may also be done orally; in this case, each paragraph should be read to the pupils at least twice. Ask the pupils to see if the first sentence in each paragraph tells about all the other sentences or tells the main idea of the paragraph. If this sentence expresses the main idea, they are to underline it. Discuss the reasons for their choices with the pupils.

The Main John could eat many, many pancakes. He could eat them for two days and still ask for more. To make the Main John enough pancakes, the cook had to get a battleship for a fry pan. The other loggers said it was the biggest fry pan in the world. Then there were enough pancakes for the Main John.

He looked at the plate. There were at least three dozen pancakes on it. They were stacked in neat piles ten pancakes high. Golden butter and maple syrup oozed and trickled down the stacks. The odor of sweet, hot, buttery pancakes filled the air.

Trees that keep their leaves all year round are called evergreens. Pine, spruce, and cedar are kinds of evergreen trees. Evergreens are found all across Canada, and sometimes in your home at Christmas time. Any time of year you'll see the beautiful green branches of these wonderful trees, the evergreens.

The Main John didn't hear them. He spit on his hands. Then he grabbed the ax handle. He gave it a pull and the ax came out of the tree. The earth came up around the tree, he had pulled so hard.

INTEGRATIVE OPTIONS

Visual Arts

Making Leaf Prints. Elicit from the children how leaves fit into the story of the Main John that the Main John worked in the forests of Canada — and point out to them that there are many different ways of preserving or recording the beautiful leaves of Canada's forests. For the first method, the children will need cardboard, carbon paper, a spoon, white paper, and leaves that have been pressed and dried. First have the children arrange the materials below:



white paper



carbon paper, carbon side up



dry leaf



cardboard

Next have the children rub the white paper with the bowl of the spoon. Encourage them to press hard.

Then let the children lift the white paper and look at the picture on its underside. Let the children cut out their leaf prints and mount them.

Preserving Leaves. The children will enjoy preserving autumn leaves. As wax and a hot plate are needed for this project, you should supervise it closely.

Place paraffin wax in a saucepan and place it on low heat. When the wax has melted, turn off the heat.

The children should make a collection of different leaves. Each leaf is held by its stem and dipped into the wax. Shake off the extra wax drips and hold the leaf as the wax dries. The leaves can then be mounted on sheets of paper or in a scrap book.

Making a Collage. The children will need an assortment of dry, pressed leaves, glue, crayons, and heavy paper.

A tree outline is drawn on the paper with brown and black crayons. Then the dried leaves are attached to the tree, on the ground below it, and flying on the wind.

This could be an individual or group project with a large tree outline mounted on the bulletin board.

Painting Pictures. "Paint a picture of your favorite part of the story. Then write a caption underneath your picture."

Making a Large Figure. Have the children work together to plan, draw, cut out, and color a large Main John of construction paper for the bulletin board. The scenes the children painted from the story could be displayed around this figure.

Studying Trees. Obtain a cross section of a tree trunk. Have the children look at it to observe the structure: the rings, the lines, the color, and the bark. Explain to the group that you can tell the age of a tree by counting the number of rings and adding 1 for the bark. Have the children figure out the age of the tree from which the section was cut.

Have the children bring in small tree branches with leaves on them. Set each branch into a pot of red dye or ink and let it stand until the ink colors the leaves. "Which part of the leaves are colored by the ink?" Then make cuts in the branches at an angle to see which part of the tree carries the red dye to the leaves. "How does water and food from the ground get to the different parts of the tree?"

Identifying Trees. Have the children take tree identification books out of the school library. Let them look through the books to familiarize themselves with their format and the tree parts referred to for identification purposes.

Then take the children out into the neighborhood of the school or a nearby park to look at the trees and use their reference books to identify the trees, and make a record of their names.

Listening to Tall Tales. The children will enjoy listening to other stories about the Main John from *Shogomoc Sam* by Lorrie McLaughlin (Macmillan).

Introduce the children to the other famous lumberjack folk hero, Paul Bunyan. Read them stories about Paul Bunyan from *Paul Bunyan Swings His Axe* by Dell J. McCormick (Caxton Printers) or other collections of stories you may find in the library.

Let the children discuss and compare the tales about these characters.

Book Center

Rounds, Glen. *Ol' Paul, the Mighty Logger*. Holiday House.

Stories about Paul Bunyan.

Film Center

Trees: How to Know Them. 14 mins. Educational Film Distributors.

Paul Bunyan and the Blue Ox. 6 mins. 713 Coronet.

Paul Bunyan: Lumber Camp Tales. 10½ mins. Coronet.

American Tall Tale Heroes. 15 mins. 3671 Coronet.

The Frozen Logger. 6 mins. Marlin.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using definition clues

Recognizing and identifying new words with multiple meanings, using context clues

Recognizing and identifying final consonant clusters *nk*, *pt*, *mp*, *lk*

Recognizing and identifying the phoneme-grapheme correspondences /ī/y, /ē/y

Recognizing and identifying the phoneme-grapheme correspondence /oi/oy

*Recognizing and identifying the phoneme-grapheme correspondence /oi/oi

Recognizing and identifying contractions

*Recognizing and identifying words, using graphemic base *oil*

Dividing two-syllable compound words

*Dividing three-syllable compound words

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-7 for each pupil

Lined worksheets for the exercise on contractions

The readers

Lined worksheets for spelling exercises and dictation

Spelling notebooks

Word Meaning

New Words: loggin' man, New Brunswick, teething ring, toothpicks, heavy, suit, second, manage, Fredericton, smokestacks

Decodable Words: bare

Enrichment Words: budged, nursery, argue the point, peavey hook, harbor, metal hull, boiler, John Glazier, demanded

Recognizing and
identifying new words,
using definition clues

Give each pupil a set of cards numbered 1-7. Write the following words on the chalkboard.

1. New Brunswick
2. teething ring
3. toothpicks
4. heavy
5. lumberjack
6. Fredericton
7. smokestacks

Read the following definitions. Each time, have the pupils find on the board the word that is being defined and hold up the card with the number of the word on it.

He is a man who works in the woods cutting down trees.

This is the name of a Canadian province.

This word means the opposite of *light*.

A baby uses this to bite on when he or she is cutting teeth.

These are tall chimneys.

These are small, pointed pieces of wood for removing food caught between teeth.

This is the name of the capital city of New Brunswick.

Recognizing and
identifying new words
with multiple meanings,
using context clues

Place the following sentences and word meanings on the board:

The pan was big enough to suit the Main John.

1. please; satisfy
2. a set of clothing

He thought about the question for a second or two.

1. next after the first
2. a small space of time

The cook made all the pancakes the Main John could manage to eat.

1. control; direct; look after
2. succeed in doing something

Have each sentence read and direct attention to the underlined word. Read the two meanings under the sentence and have the pupils decide which meaning fits the underlined word as it is used in the sentence. Ask a pupil to use the word in an oral sentence to show the other meaning.

Phonemic Analysis

Recognizing and
identifying final
consonant clusters nk,
pt, mp, lk

Write these words on the chalkboard: *thank, crept, jump, milk*. Have each word pronounced and the final cluster identified by spelling.

Say the following words as the pupils listen for the final sounds. Have the final consonant cluster in each word identified by spelling the cluster.

lamp	bulk	elk	except
blink	limp	damp	silk
slept	trunk	kept	sunk

Write the key words *thank, think, crept, and jump* on the board and have the pupils recall as many words as they can that are formed on the graphemic bases *ank, ink, ept, ump*.

Write the words *fly* and *poppy* on the board and have them pronounced. Ask pupils to identify the letter that stands for the final sound heard in each word.

Place the following phrases on the board. Have each one read and ask the pupils to tell whether the *y* in the underlined words stands for the sound heard at the end of *fly* or at the end of *poppy*.

a big <u>fry</u> pan	<u>finally</u> found it
the <u>dirty</u> laundry	<u>carry</u> a <u>heavy</u> load
a <u>dry</u> washcloth	a <u>shy</u> little girl
<u>try</u> hard	<u>ready</u> to <u>cry</u>

Recognizing and
identifying
correspondences /i/ y,
/e/ y

Place on the board the following words:

boy
toy
joy

Have the words pronounced and the letters that stand for the vowel sound identified.
Now write these words on the board:

oil
join
noise
voice

Pronounce the words as the pupils listen for the vowel sound heard in each one. Ask pupils to identify the two letters that stand for the vowel sound heard in all the words. Have *boy* and *oil* pronounced again, and lead the pupils to realize that *oy* and *oi* both stand for the same sound.

If a phonemic chart was made for *oy*, add *oil* as a heading and list under it *join*, *noise*, and *voice*.

Structural Analysis

Elicit from the pupils that a contraction is made up of two words run together to form a shorter word, with an apostrophe to indicate where a letter or some letters have been omitted. Write *isn't* on the board and ask a pupil to tell the two words it stands for. Write *it is* on the board and ask a pupil to pronounce and spell the contracted form.

Distribute lined worksheets to the pupils and put the following on the board:

A

he'll
wasn't
I'm
he's
we're

B

I would
he had
do not
she will
they have

Ask the pupils to read the contractions in column A and write the two words each one stands for on their worksheets. Then have them read the words in column B and write on their worksheets the contracted form of each.

When the pupils have finished, have some of the contractions used in oral sentences.

If more practice is needed, have the pupils skim pages 34 and 36 in the reader to locate contractions. As each contraction is found, have a pupil tell the two words it stands for.

To present the graphemic base *oil*, develop the following list of words with the children, and place it on the chalkboard:

oil
boil
broil
coil
foil
soil
spoil
toil

Have the words read aloud and the part that is the same in all the words underlined. Ask pupils to use some of the words in sentences.

Put the following key words on the board and have them read: *just*, *oil*, *top*, *each*, *crept*, *time*, *thank*, *ask*, *did*, *stitch*, *boss*, *snow*.

Place the following sentences on the board:

We must wait for the water to boil.
Mom will broil chops for dinner.

We kept the peaches too long and they spoiled.
 It's a crime to rob a bank.
 He toiled all day at the task.
 Did the car skid into the ditch?
 Moss grows on damp soil.

Point to sentences in random order and call upon a pupil to read each one aloud. Continue until each pupil has had at least one turn. If a child stumbles over a word, refer him or her to the key word involved.

Syllabication

Dividing compound words

Elicit from the pupils that compound words are divided into syllables between the words that make up the compound.

Write these words on the board:

worthwhile smokestacks toothpicks

Call upon pupils to pronounce each word and tell where it should be divided into syllables. Draw a diagonal line between the syllables each time. Elicit that each of the words has two syllables.

Now write on the board:

butterfly firefighter sunny

Note that these are compound words and have the two words that make up the compound identified in each one. Pronounce the words as the pupils listen to detect the number of syllables heard in each one. Elicit that there are three syllables in each word.

Explain that when a compound word has three syllables, you first divide it between the two words that make up the compound. Then you look at the part that has two syllables and divide it according to the rule that applies.

Demonstrate with the word *firefighter*. It is first divided into *fire* and *fighter*. Then *fighter* is considered. It consists of the root word *fight* and the suffix *er*. A suffix is always a separate syllable, so *fighter* would be divided between the root word *fight* and the suffix *er*. Write the whole word on the board with syllabic divisions indicated: *fire/fight/er*.

Repeat with *grandmother*, in which the two-syllable part is divided after the digraph *grand/moth/er*.

Write the following words on the board. Call upon pupils to read each word, tell where it should be divided into syllables, and explain how the division is arrived at.

butterfly mountainside loudspeaker
 repairman thunderstorm sunny

Spelling

Spelling words formed on graphemic base oil

Write *oil* on the board and have it pronounced. Ask a pupil to identify the two letters that stand for the vowel sound.

Dictate the following words for the pupils to write on their worksheets. Present the words in sentences such as the following:

Try not to spoil the child. spoil
 Does your mother broil or fry steak? broil
 Let the soup boil for a few minutes. boil
 Flowers grow well in good soil. soil

Ask the pupils to write *oil* on their worksheets and then write the following words as you indicate the initial consonant or consonant cluster each time.

oil → coil → foil → toil → broil → soil → spoil → boil

Spelling words:
 second, suit, heavy

Write *second*, *suit*, and *heavy* on the board and have them pronounced. Discuss the spelling of each word, calling attention to the *o* standing for the /u/ sound in *second*; the *u* standing for the /ü/ sound in *suit*; the *ea* standing for the unglided /e/ sound and the *y* standing for the glided /ē/ sound in *heavy*.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to the following:

Dino came in second in the race. second
That red color doesn't suit me. suit
This parcel is too heavy to carry far. heavy

If a pupil misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook. See that the children review their difficult words frequently.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and reading runover sentences from one page to another

Recognizing, identifying, and using capitalization

Recognizing and identifying use of commas and their effect on meaning

Recognizing and identifying uses of apostrophes: contractions, possessives, dialect

Recognizing, identifying, and using irregular past tenses *meant, said, heard, found, brought, stood, and were*

Recognizing and identifying uses of periods, question marks, commas in series, and apostrophes; punctuating sentences

Recognizing, identifying, and producing alphabetic sequence

Using personal dictionaries

Materials Needed

The readers

Colored chalks

Lined paper for each child in the group

Notebooks to use as personal dictionaries

Sentence Awareness

Have the children turn to page 37 and read the last paragraph. Elicit that the paragraph begins on page 37 and ends on page 38, and have the children note the divided sentence. Ask the pupils how they think the sentence should be read. Have one or more volunteers read the sentence aloud, while the others listen to be sure the sentence is read as a whole, without a falling vocal inflection after *pan-*.

Ask the pupils to turn to page 33 in their readers and have them locate capitalized words in the text. Elicit that capitalization occurs in the words that make up the title of the story; at the beginning of each sentence; and at the beginning of the names *Main John* and *New Brunswick*. Briefly discuss the reason for the capitalization of these words.

Have the children look through the story to find the name of another place and note the capitalization.

Ask the children to turn to page 34 and read the last paragraph. Have the pupils note the positions of the commas. Print the paragraph on the chalkboard and omit the commas. Ask two or three pupils to read the paragraph without making any pauses until the end of the sentence. Then have the children compare the reading of the paragraph on the chalkboard, without commas, and the reading of the paragraph in the reader, with commas. Encourage the pupils to explain in their own words the effect of the commas in the sentence on meaning.

Ask the children to turn to page 35 in their readers and find the contraction *didn't* at the beginning of the second paragraph. Have the pupils note the apostrophe and recall that it shows readers that a letter has been left out of the second word represented in the

Recognizing and reading runover sentences from one page to another

Recognizing and identifying uses of capitalization

Recognizing and identifying use of commas and their effect on meaning

Recognizing and identifying uses of apostrophes: contractions, possessives, dialect

contraction. Elicit that the contraction takes the place of the long form *did not* and that the letter *o* has been omitted.

Direct attention to the word *pa's* in the sixth line of the paragraph and have the children note the position of the apostrophe. Elicit that 's in the word *pa's* means that the axe belonged to *pa*.

Have the pupils find other contractions and possessives in the selection and note the position of the apostrophe in each one.

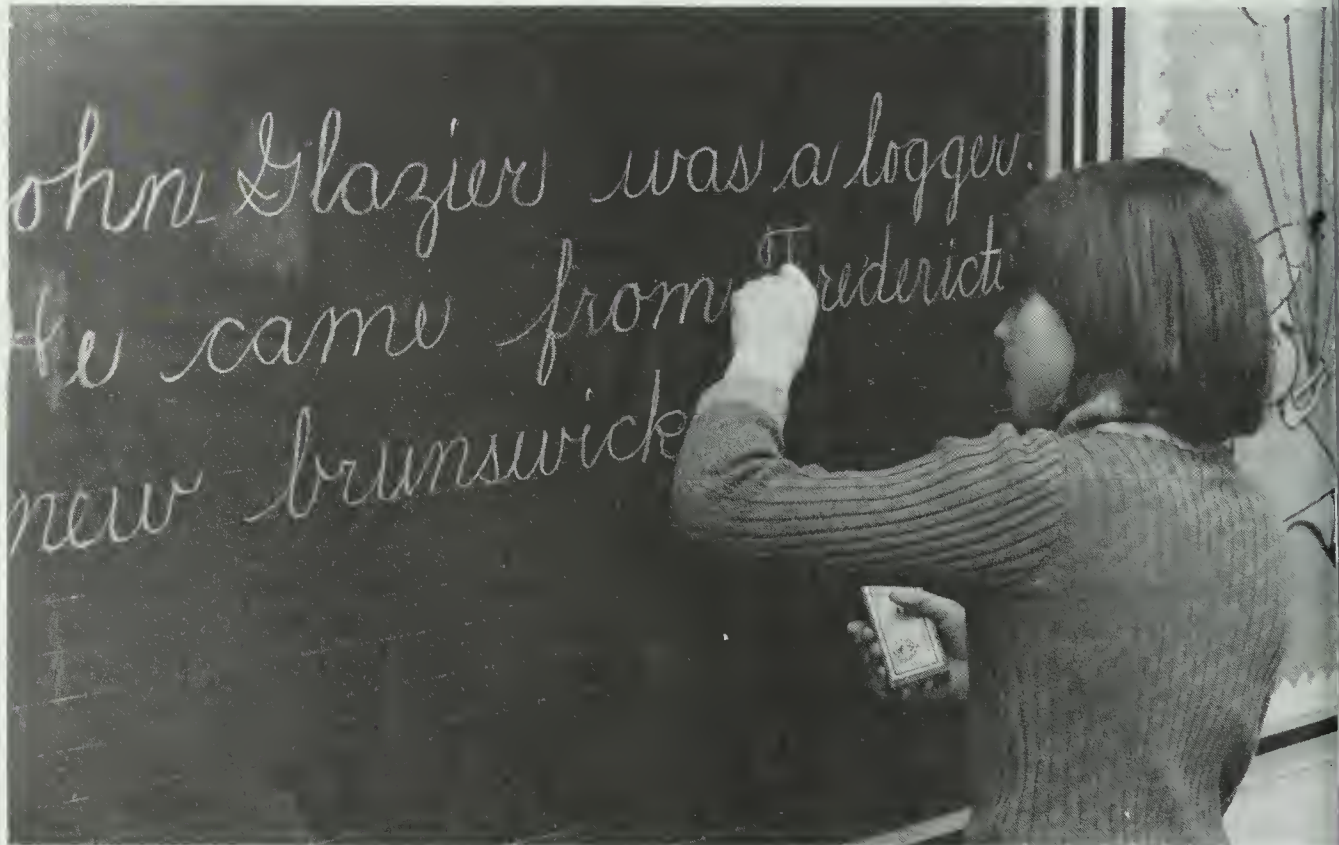
Refer to words such as *cuttin'*, *teethin'*, and *usin'*, and have the pupils note the apostrophe in each one. Elicit that the apostrophe indicates that the letter *g* has been omitted. Discuss with the group that these words have been used as part of a special kind of tall-tale language they add realism and color to the story. Point out that people sometimes omit the last letter of a word when they are speaking informally.

Sentence Building

Print the following sentences on the chalkboard and have the children read them silently and aloud.

1. john glazier was a logger.
2. he came from fredericton, new brunswick.
3. his nickname was the main john.
4. why did the cook run to fredericton?
5. we read the story called the biggest fry pan.
6. marty and i will go skating on the first friday in november.
7. how do you get to swan road?

Have the children take turns inserting the necessary capitalization on the chalkboard. Colored chalks may be used. When the exercise is finished, have the pupils read the sentences aloud again.



Recognizing,
identifying, and using
irregular past tenses
meant, said, heard,
found, brought, stood,
and were

Print the following sentences on the chalkboard. Have the pupils read each sentence and the words at the end. Direct the children to name the word that correctly completes the sentence. Then print the word in the blank space, or let a child do so, and have the entire sentence read again.

1. Erika _____ to get home from school on time, but she was late
mean meant

- Recognizing and identifying uses of periods, question marks, commas in series, and apostrophes; punctuating sentences

Recognizing,
identifying, and
producing alphabetic
sequence

1. The Main John grabbed his pa's axe
2. Did the cook say that he'd make some pancakes
3. The Main John ate the pancakes, bread, eggs, ham, and cheese
4. Where's the big ship going
5. Would you like to see Winnifred's new puppy
6. We can play with Curt's ball and Kate's bat in the yard

Using personal dictionaries

Print the following groups of words on the chalkboard in the order shown. Have the pupils establish the correct sequence of the words in each group and print them on their lined papers in alphabetical order.

- | | | | | | |
|---------------|--------|----------|--------|--------|--------|
| 1. toothpicks | heavy | suit | manage | logs | boiler |
| 2. nobody | demand | pancakes | cook | watch | fry |
| | enough | | | | |
| 3. out | ready | listen | yarn | around | great |
| | under | know | | | |

You may wish to have the pupils organize special notebooks to use as their own personal dictionaries, similar to the dictionary activity suggested in the Initial Writing strand of the *Teacher's Guide, Levels 2 and 3*. One or two pages per letter may be allotted, with the pupils alphabetizing to the first letter of each entry during the Level 6 program and to the second and third letters of each entry during the Level 7 program.

In their dictionaries the pupils may enter words needed for personal writing activities; words connected with everyday and special events that the children find interesting, such as birthday and holiday words words relating to classroom activities and events, and special words that the pupils use in other subject areas; or interesting words that the pupils discover during research projects.

As a beginning activity, have the pupils organize their dictionaries and enter two or three words.

Objectives

Learning to write the letter j

Developing cooperative tall tale; answering questions to produce story

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebook for each child in the group

Chart paper

Lined paper and/or notebook for personal writing for each child

Small cards as suggested under Creative Writing

Handwriting

Teach the pupils how to write the lower-case form of the letter *j*. Follow the procedure established for the lesson for "Mr. Scrunch."

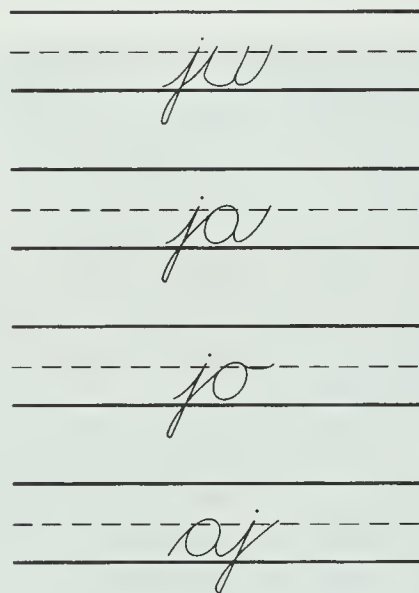


*Learning to write the
letter j*

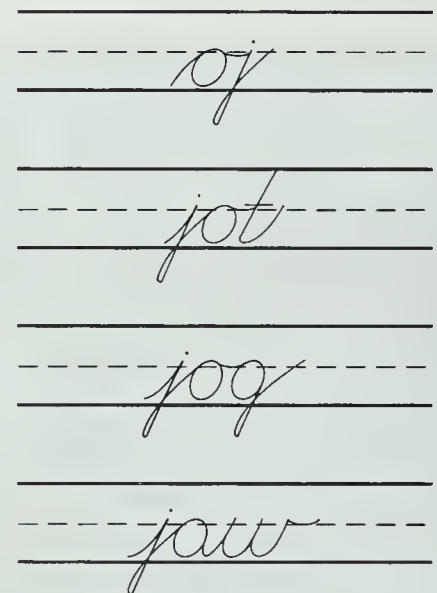
When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations and words. Use the pertinent sections of the procedure suggested for the demonstration and practice of a single letter in the first lesson of this part of the guidebook.

Observe the pupils' writing posture and be sure they sit well back in their seats, with feet flat on the floor. Check to see that their papers and pencils are in the correct positions.

Column 1



Column 2



Directed Writing

On the chalkboard, print several story titles such as the following:

How the Hamburger Eater Got His Name
Why the Tree Climber Grew So Tall
Henry H. Henry and the Galloping Pony
How Marsha Marcher Got Her Name

Have the children select one of the titles and encourage them to speculate on various story ideas that the title suggests.

Develop a cooperative tall tale with the group. If the children select "How the Hamburger Eater Got His Name," have them make up answers to the following questions to help them formulate the story.

*Developing
cooperative tall tale;
answering questions to
produce story*

Who was the Hamburger Eater?
 Where did he live?
 What happened just after the Hamburger Eater was born?
 What unusual thing did he do when he was a small boy?
 Who gave the Hamburger Eater his name? Why?
 What unusual thing happened to make people realize that the Hamburger Eater could never be called by any other name?

Recall with the group that a tall tale consists of exaggerated story happenings and guide them as they compose the exaggerated details for the story. The story may be printed on the chalkboard or on chart paper. The entire story may be composed cooperatively, or you may wish to have the pupils write their own endings or ending sentences for the story.

Creative Writing

Personal Writing

Print story titles and questions such as those suggested under Directed Writing on small cards. Suggest that the pupils select a card and answer the questions to write their own tall tales. Have the children illustrate their finished stories. Some pupils may wish to copy all or part of the story developed earlier and then add more details.

Some children might prefer to write further stories about the Main John. Have them reread the text selection and then write their own stories. Encourage them to illustrate their stories and share their work with the group. Suggest that the pupils write some diary entries that the Main John, the Hamburger Eater, or other tall-tale characters might have made.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing contractions

Recognizing and identifying spelling words

Recognizing syllables in two-syllable compound words

Contraction Sail

Objective

Recognizing contractions

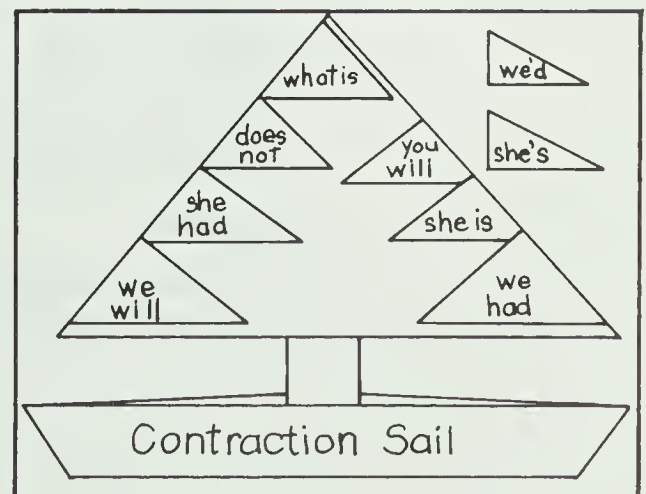
Number of Players

One

Materials Needed

One "Contraction Sail" board

Set of flag-shaped cards with contracted forms such as: *we'll*, *you'd*, *we'd*, *what's*, *shouldn't*, *he's*, *he'd*



*Decoding Skills:
Structural Analysis*

Procedure

The player clips the contracted form to the corresponding longer form.

Tic-Tac Spell-O

Decoding Skills:
Spelling

Objective

Recognizing and identifying spelling words

Number of Players

Two

Materials Needed

One laminated "Tic-Tac Spell-O" board

Two washable felt markers (different colors)

One set of scrambled word cards such as: *msuoaf* (famous), *beolurt* (trouble), *upro* (pour), *usit* (suit), *otlbet* (bottle), *ncaoe* (ocean), *nodesc* (second)

Tic-Tac Spell-O		
suit usit		
	pour upro	
		ocean ncaoe

Procedure

One card to a square is dealt. The pupils play as in tic-tac-toe, unscrambling the words from the correct spelling. The correct spelling is printed in the square containing scrambled form. The first player to make a line of correctly unscrambled words wins the game.

Picture It

Syllabication

Objective

Recognizing syllables in two-syllable compound words

Number of Players



One for each board

Materials Needed

A set of boards, each with a list of compound words and a detachable work sheet. List words such as: *doghouse*, *snowstorm*, *pancake*, *cornfield*, *fruitwood*, *toothpick*, *smokestack*, *spaceship*, *rainbow*, *roadside*, *sidewalk*, *shortcut*, *milkshake*, *dishrag*

Procedure

The player illustrates each of the two parts of the compound word and prints the syllable part for each word.

Picture It		
Name	Tina	
pancake		
rainbow		
doghouse		
milkshake		
toothpick		

Objectives

Listening to poem for enjoyment
 Identifying moods
 Valuing poem
 Inferring feelings
 Applying idea in poem to own experience
 Reading poem expressively and chorally
 Interpreting the poem through mime, pictures, or poems and stories
 Retelling poem from different point of view

Responding to Poetry

"I am going to read you a poem called 'Daddy Fell Into the Pond.' While I am reading, try to picture in your mind the action the poet describes."

Read the poem to the children while they listen with their books closed. When you finish, ask, "What happened in the poem?" Let the children discuss briefly the events of the poem.

Have the pupils open their books to page 39. Read the poem again as they follow along. "What is everyone's mood at the beginning of the poem? What makes their mood change? How do they feel after Daddy fell into the pond? Why?"

"Do you like this poem? Why or why not? Do you think this is a funny poem?"

Let the children express their reactions to the illustration in the text. "Do you like the picture? Why or why not? What might you have drawn instead if you were the artist?"

Let the children speculate on how Daddy might have felt. "How would your father react? Would he be angry? Why or why not? Do you think it was mean of everyone to laugh at poor Daddy? Why? Do you think Daddy might have laughed at himself? Would you be able to laugh at yourself in a situation like this? Why?"

Have several volunteers from the group read the poem orally, and have the children offer constructive criticism with regard to the mood and expression. The children may wish to prepare a choral reading of the poem. Several members of the class could mime the action during the reading.

Have the children retell or rewrite the story of the poem from Daddy's point of view.

Ask the children to draw the picture that Timothy clicked with the camera. Have the children share and compare their pictures.

Some children may enjoy writing stories or poems on such subjects as "When the Joke Was on Me," or "The Funniest Thing I Ever Saw."

INQUIRY SKILLS

Using the table of contents
 Observing picture details
 Recalling details
 Making a cooperative chart
 Reading and discussing experiments
 Reviewing use of data sheet
 Doing experiments with water
 Answering the question: translating ideas from data sheets to diagrams and chart descriptions
 Reporting orally
 Evaluating experiments, data sheets, charts, reports, research method

INTEGRATIVE OPTIONS

Environmental Studies: Science — making a rain gauge; doing further experiments
 Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
 Observing special words
 Recognizing and identifying phoneme-grapheme correspondences /oi/oi, /oi/oy, /ü/ew, /ü/ue, /ü/oo, /ü/oo
 Recognizing and identifying prefixes and suffixes
 *Recognizing and identifying words using graphemic base *umbl*
 Dividing words into syllables
 Spelling words using graphemic bases
 Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Recognizing, identifying, and using commas in series, exclamation points, periods, question marks, and apostrophes
 Expanding sentence fragments into complete sentences
 Recognizing, identifying, and producing variation in sentence patterns
 Recognizing, identifying, and using present tenses *is, are, has, have*

WRITING

Learning to write the letter *p*
 Integrating speaking, writing, reading, and listening relationships to build a vocabulary chart
 Composing "sensory poems"
 Writing captions for pictures
 Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying words formed on graphemic bases *oy, oil, umbl*

Literary Appreciation**

Listening**

Listening attentively in discussions
 Listening to identify phoneme-grapheme correspondences /oi/oi, /oi/oy, /ü/ew, /ü/ue, /ü/oo, /ü/oo

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

ENVIRONMENTAL STUDIES

Objectives

Using the table of contents
 Observing picture details
 Recalling details
 Making a cooperative chart
 Reading and discussing experiments
 Reviewing use of data sheet
 Doing experiments with water
 Answering the question: translating ideas from data sheets to diagrams and chart descriptions
 Reporting orally
 Evaluating experiments, data sheets, charts, and reports
 Evaluating research method

Summary Chart of Research Activity

Starting Point	Question	Collecting Information	Organizing Information	Presenting Information	Evaluating	Valuing
Reading and discussing text selection	What can we find out about water?	Locating and using the table of contents and index; doing experiments; making notes	Answering the question; making charts and pictures	Reporting orally	Discussing experiments, charts, and reports	Evaluating research method

Starting Point

Have the children turn to the table of contents and find the title of the next selection. Have the children note that there are two articles under the main topic "Water."

Have the children find on what page the first article begins. Ask them to turn to "from Rain and the Valley" and look at the pictures accompanying the selection. Encourage the children to discuss the illustrations and their reactions to them. "What is happening in the pictures?"

Then have the children read the selection silently. Let the children discuss what they learned in the article with such guided questions as, "How does the river start down the mountain? How does the river form the valley? What plants first grow in the valley?"

Have the children make up a cooperative chart of the process described in the article and record it on the chalkboard or on a chart.

Ask the children to turn to page 44 and read the title. Let the pupils look at the diagram and try to interpret what is happening in it. Then have them read the article on the next page silently. When they finish reading, have them discuss "What is the water cycle? How does it work?"

Question

Tell the children that they will be doing experiments to find out more about water. The question they will be thinking about is

What can we find out about water?

Write the question on the chalkboard and have the children read it.

Collecting Information

Find a library book at the children's reading level on the topic of water. It should have both a table of contents and an index. Ask the children where the table of contents is to be found in a book. Then have a child find the table of contents in this particular book.

Reading and
discussing experiments

Have the children read aloud the chapter titles in the table of contents. Then formulate a number of questions of the following type for the children to discuss. "To what chapter would you turn to find out about the water table?" Lead the children to recognize that a table of contents is useful in locating information in a book.

"Another guide which will help you find the information you are looking for in a book is an index. The index is found at the back of the book." Show the children the index in your book and let them observe and discuss how it is set up. Several questions similar to those posed about the table of contents could now be asked.

Divide the children into small groups. Give each group a number of books on a particular topic (fish, oceans, lakes, or water) and a set of questions appropriate to each topic.

- What is an ocean?
- What are some different oceans?
- Where are these oceans found?

Have the children look at the table of contents and index of each book and note the page numbers which they would refer to locate information to answer the questions.

Divide the children into three groups. Each group will be responsible for doing experiments for one of the topics below. Give each group the experiment written out on sheets of paper. Have them read and discuss the experiment among themselves. If they have any questions or problems, they are to come to ask you. Make the equipment the children need for their experiments available at a central location. As the children are working, check on their progress and make sure they are doing things correctly and safely. Any experiments using a hot plate will need close supervision. Discuss the pupils' results with them to help them come to the correct conclusions about what they have observed.

Reviewing use of data
sheet

Before the children begin their experiments, ask them what they think they should do, show and remember what they do and find out. Elicit that they should record their findings on a data sheet.

Doing the experiments

Evaporation: Experiment 1

Materials Needed:

- | | | |
|-----------------|--------------|---------------|
| a measuring cup | a pop bottle | water |
| a saucer | a jelly jar | tape or a pen |

Steps to Follow: (Pinned to)

Put 175 mL water into each of the three containers. Mark the water level on each container carefully with tape or marking pen. Place the containers side by side on a desk or table in the classroom. Examine the water level for several days. Then measure the amount of water left in each container.

What happens to the water level in the containers? Did the same thing happen in each container? Why do you think this is so? Where did the water go?

Experiment 2

Materials Needed:

- | | | |
|-----------------|--------|-------|
| a hot plate | a pot | water |
| a measuring cup | a dish | |

Steps to Follow:

Put 250 mL water into the dish and let it sit. Put 250 mL water into the pot and heat it on the hot plate. Let the water boil for 15 minutes. Let the water in the pot cool and measure it again in the measuring cup. Then measure the water in the dish.

Was more water left in the dish or in the pot? Why do you think this is so?

Condensation: Experiment 1

Materials Needed:

- | | |
|---------|------------------------------|
| a glass | ice cubes or very cold water |
|---------|------------------------------|

Steps to Follow:

Set the glass on a table and put the ice cubes or very cold water into it. Let it sit for a few minutes.

What happens on the outside of the glass? Where does this water come from?

Experiment 2

Materials Needed:

an electric kettle or tea kettle and hot plate water
a sauce pan with a handle an oven mitt

Steps to Follow:

Put a cup of water into the kettle and heat it. Put cold water into the saucepan. When the water in the kettle boils, put on the oven mitt and hold the saucepan so that the steam from the kettle hits its side.

What happens when the steam hits the side of the saucepan? Why do you think this is so?

Water Drops: Experiment 1

Materials Needed:

eyedropper pencil
newsprint metre stick

Steps to Follow:

Put water in the eyedropper. Drop a drop of water from the height of the pencil onto the paper. Look at the size of the drop. Then drop a drop from 50 cm high onto the paper. Look at the size of the drop. Drop a drop from 1 m onto the paper. Look at the size of the drop. Drop a drop from 2 m onto the paper. Look at the size of the drop.



How did the size of the drops change as they fell from greater heights? Why do you think this is so?

Organizing Information

Answering the question

Have the children in each group discuss the results of their experiments in relation to the question posed earlier.

Translating ideas from data sheets to diagrams and chart descriptions

Then have each group make a record of its findings. A labeled diagram showing how the experiment was done, with an accompanying chart description of what was learned from the experiment should be made.

Presenting Information

Reporting orally

Have each subgroup give an oral report to the group describing the experiments done, the results, and the conclusions drawn. The diagram and chart should be used as reference for this report. The members of the group should decide how they will organize and share their duties for the oral report.

Making a cooperative chart

A cooperative chart can then be made by pooling all the information presented by the groups under a heading such as "Facts About Water."

Evaluating

Evaluating experiments, data sheets, charts, and reports

Through discussion have the pupils evaluate various aspects of this project.
 "Did you have any problems while doing your experiments? What were they? How could you improve your methods next time?"

"Did you make accurate and complete data sheets?"

"Do you think your group's charts and oral report were good? Why or why not?"

Valuing

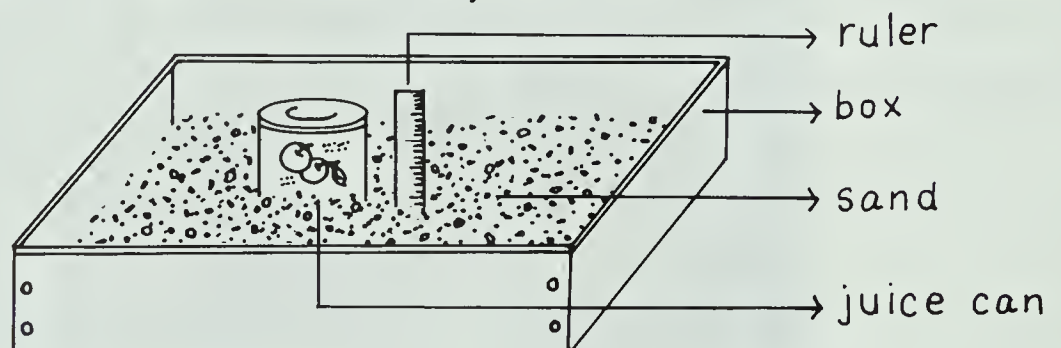
Evaluating research method

"Why is doing experiments a good way of gathering information? Would it have been better for you to look up this information in books instead? Why or why not?"

INTEGRATIVE OPTIONS

Environmental Studies: Science

Making a Rain Gauge. Have the children make a simple rain gauge with a large juice can, a ruler, a wooden box, and sand. Place the gauge in an open area in the schoolyard or have a pupil take it home and set it in his or her yard.



Have the children record the amount of rain for each rainfall and keep a weekly total. A chart like this could be used.

October				
Rainfalls	Week 1	Week 2	Week 3	Week 4
1	$\frac{1}{2}$ cm			
2	1 cm			
3	$2\frac{1}{2}$ cm			
4				
Totals	4 cm			

Doing Further Experiments. The children may wish to go on to do other water experiments that they find in science books.

Film Center

One Big Ocean. 13 mins. Educational Film Distributors.

Rain. 10 mins. Educational Film Distributors.

Water, Water Everywhere. 10½ mins. 797 Coronet.

Think of a Cloud. 11 mins. Educational Film Distributors.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using definition clues

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /oi/**oi**, /oi/**oy**

Recognizing and identifying the phoneme-grapheme correspondences /ü/**ew**, /ü/**ue**, /ü/**oo**, /ü/**oo**

Recognizing and identifying prefixes and suffixes

*Recognizing and identifying words, using graphemic base *umble*

Dividing words into syllables

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of spelling words

**Introduction to new element*

Materials Needed

A set of cards numbered 1-7 for each pupil

Lined worksheets for spelling exercises and dictation

Spelling notebooks

Word Meaning

New Words: crumble, soil, ferns, cycle, dew, vapor, amount

Decodable Words: tunnels

Enrichment Words: lichen

Give each pupil a set of cards numbered 1-7. Write the following words on the board:

1. crumble
2. soil
3. ferns
4. cycle
5. dew
6. vapor
7. amount

Read the following definitions. Each time, have the pupils find on the board the word that is being defined and hold up the card with the number of the word on it.

It is another word for *steam*, *mist*, or *fog*.

These plants have feathery green leaves and no flowers.

This means to break into small pieces or crumbs; to fall to bits.

Recognizing and
identifying new words,
using definition clues

This is moisture from the air that makes grass and other things wet during a cool night.

This means quantity — how much.

This is another word for *ground*, *earth*, or *dirt*.

This is a series of events or happenings that go around in a circle and repeat themselves.

Observing special
word

Write the word *cycle* on the board and have it pronounced. Call attention to the sound *c* stands for and the *y* standing for the glided /ī/ sound.

Phonemic Analysis

Recognizing and
identifying
correspondences
/oi/oy, /oi/oi

Write *soil* on the chalkboard. Have the word pronounced and the letters that stand for the vowel sound identified. Ask what other letters often stand for this sound and elicit *oy* as in *boy*. Sketch the following pictures on the board:



Write the following words on the chalkboard:

enjoy	joyful	coy
noise	bluejay	rain
boil	doing	join
going	voice	toys

Call upon pupils to read each word and tell whether it belongs under *boy* or *oil* or should be thrown in the dump, according to the vowel sound in the word or stressed syllable and the letters representing the vowel sound. Warn the pupils that they should think carefully before they pronounce a word, because some of the words are not easy. As each word is read and classified, print it on the board under the designated heading. When all the words have been dealt with, have the words under each picture read again, to be sure they are all listed under the correct heading.

Recognizing and
identifying
correspondences
/ü/ew, /ü/ue, /ü/oo,
/ü/oo

Write *grew*, *blue*, *moon*, and *book* on the board. Have the words pronounced and the letters that stand for the vowel sound in each word identified. Note that *ew*, *ue*, and *oo* may stand for the same sound, and that *oo* may also stand for another sound — the sound heard in *book*.

Write these sentences on the board:

A bluejay flew up to a smooth branch to roost.
The detectives looked for a few clues on the bookshelf.
The woodsman took noodles and cookies for lunch.
I knew that newspaper story was true.
His boots were wet with dew as he stood on the grass.
Glue the loose wood back on the loom.

Have each sentence read aloud. Ask the pupils to identify all the words in which they hear the vowel sound as in *moon* or *book*, and name the letters which stand for the vowel sound in each word.

Structural Analysis

Recognizing and
identifying prefixes and
suffixes

Write the following sentences on the board:

Rain weather makes the grass green.
She was rest because the lump chair was comfortable.
He courage the boys from climbing the high hill.
Let's tend we're on an ocean liner.
The hot sun quick dried the dew grass.

The manage liked to look at the beauty countryside.
 The same water is used and used in the water cycle.
 That was an expect treat.
 Even the small drop of rain is use.

Have each sentence read. Call attention to the underlined word or words in it. Ask the pupils to consider what must be added to each one to make it fit the sentence. Then have pupils pronounce and spell the affixed form. As each affixed form is given, cross out the root word in the sentence and write the affixed form above it.

When the sentence is completed each time, have it read again, to make sure the correct prefixes and suffixes have been added.

To introduce the graphemic base *umble*, place the column of words below on the board:

crumble
 bumble
 fumble
 grumble
 humble
 jumble
 mumble
 rumble
 stumble
 tumble

Have the words read and the part that is the same in all the words underlined. Ask pupils to use some of the words in oral sentences.

Put the following key words on the board and have them read: *tip, crumble, keep, hope, can, will, smile, bunk, thing.*

Write these sentences on the board:

He tripped and tumbled down the steep slope.
 A heavy van rumbled down the road.
 The toys were jumbled together like a pile of junk.
 Bumblebees don't sting.
 The player stumbled and fumbled the ball.

Point to the sentences at random and call upon pupils to read them aloud. Continue until each pupil has had at least one turn. If a pupil stumbles over a word, refer her or him to the key word involved.

Syllabication

Write the following words on the board:

batter	dewy	restful	valley	prepare
uncut	amount	expect	leafless	swatter
deeply	weather	poppies	boiler	uneasy

Have pupils pronounce each word, tell where it should be divided into syllables, and explain why. (All the words have either prefixes and/or suffixes or contain medial digraphs. Note that double consonants are digraphs, since they are two letters representing a single sound.)

Spelling

Write *crumble* on the board and have it pronounced. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as the following:

Don't tumble down these steps. tumble
 He can always find something to grumble about. grumble
 Speak up! Don't mumble. mumble
 We could hear the rumble of distant thunder. rumble

Ask the pupils to write *crumble* on their worksheets, and then write the following words. You indicate the initial consonant or consonant cluster each time.

crumble → bumble → fumble → humble → jumble → stumble

Spelling words: dew,
amount

Write *dew* and *amount* on the board and have them pronounced. Discuss the spelling, calling attention to the *ew* standing for the /ü/ sound as in *shoot* in *dew*; the prefix *a* and *ou* standing for the /ou/ sound as in *out* in *amount*.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. Present the words in sentences such as:

The grass was wet with dew this morning. dew
A great amount of rain leaves the ground soggy. amount

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

- Recognizing, identifying, and using commas in series, exclamation points, periods, question marks, and apostrophes
- Expanding sentence fragments into complete sentences
- Recognizing, identifying, and producing variation in sentence patterns
- Recognizing, identifying, and using present tenses *is*, *are*, *has*, and *have*

Materials Needed

- The readers
- Lined paper for each child in the group
- Pocket chart and phrase cards

Sentence Awareness

Have the children turn to page 45 and find two sentences in which commas are used to separate the names of several things contained in the sentences. Have individual pupils read each sentence aloud, and then encourage the children to explain in their own words the reason why the commas were inserted in the sentences.

With the pupils, look through the previous selections of the reader to find exclamatory phrases and sentences. Have the pupils read aloud specific exclamations the way in which punctuation marks tell them to read. Discuss the reasons for the use of the exclamation point and their effects on the meanings and feelings expressed.

Sentence Building

Print the following groups of words on the chalkboard:

1. a little raccoon
2. falls on the mountain
3. ran quickly
4. when the sun came out
5. suddenly
6. Kate and Patrick
7. into the house

Recognizing and
identifying uses of
commas in series and
exclamation points

Expanding sentence
fragments into
complete sentences

Refer to the first incomplete sentence on the chalkboard. Ask a child to read the words and have the group tell whether or not they form a complete sentence.

"Why isn't this a finished sentence?" Elicit that the three words do not tell the whole thing about the raccoon. They don't tell what the raccoon did or anything else about it.

"What words can you put with the words on the board to make a finished sentence?"

Print the sentence the pupils suggest on the chalkboard and underline the words *a little raccoon*. Have a pupil read the resulting sentence with a finished inflection and establish that it is a finished sentence. Encourage the children to explain in their own words why the group of words is now a finished sentence.

Have the children suggest other ways they might use the words *a little raccoon* in sentences. Print the sentences on the board, underlining *a little raccoon* each time. With the children, read the sentences with a finished inflection and establish that they are finished sentences. The pupils might suggest sentences such as,

A little raccoon drinks at the pond.

We saw *a little raccoon* in the woods.

Continue in a similar manner with the rest of the groups of words. Have the children complete the last two or three sentences on their lined papers.

Print the following sentences on the chalkboard, or build one sentence pattern and then the other one, using phrase cards in the pocket chart. Ask volunteers to read the sentences aloud as the others follow along.

The moss grows for years and years.

For years and years the moss grows.

Elicit from the children that both sentences contain the same words but that the phrases *the moss grows* and *for years and years* appear in a different place in each sentence. Establish that despite the difference in word order, both sentences have the same meaning and both sentences make sense.

Refer to the following sentences on the chalkboard and direct attention to the first one.

In the spring the flowers bloom.

When it rains the grass grows green.

The men went out to the forests one after the other.

John, here comes the train!

Chris and Jasper are playing ball.

The mouse ran around the room.

Have the pupils read the sentence aloud and then formulate a new one by rearranging the words. Print the new sentence on the chalkboard beside or under the original one. Ask a child to read the new sentence aloud, while the others follow along to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new sentence.

Continue in the same manner with the rest of the sentences on the chalkboard. Have the pupils formulate the last two or three sentences on their lined papers.

Print the following exercise on the chalkboard:

is are has have

1. The plants _____ growing in the valley.
2. Where _____ my flower?
3. John _____ reading a story.
4. The flowers _____ bees on them.
5. Marty _____ her new coat on.
6. The boys and girls _____ watching the show.
7. These leaves _____ catching the rain.
8. We _____ just seen a duck in the pond.
9. Those bugs _____ yellow stripes.

Have the children take turns reading each sentence aloud, inserting the correct word in the blank space. Print the correct word in the space and have the completed sentence read again.

Recognizing,
identifying, and
producing variation in
sentence patterns

Recognizing,
identifying, and using
present tenses is, are,
has, and have

Punctuation

Recognizing and identifying use of periods, question marks, commas in series, exclamation points and apostrophes; punctuating paragraph

Print the following paragraph on the chalkboard and have the pupils read it silently.

It was raining in the valley The rabbits and raccoons ran behind the rocks Where did the mice and moles go The small bugs birds bees ducks and frogs liked the rain They stayed where they were and played in the wet leaves Suddenly a loud crash was heard Was it thunder or did the owl s tree fall to the ground

Ask a volunteer to find the first sentence in the paragraph and read it aloud. Ask the group whether the sentence is a telling or asking sentence. When the pupils have identified the sentence, have a child place the correct punctuation mark at the end. Encourage the child to explain how they know that the sentence is a telling sentence.

Continue in a similar manner with the rest of the paragraph. When the exercise is finished have the pupils copy the paragraph on their papers and insert all the correct punctuation marks. (The punctuation marks may be erased from the paragraph on the chalkboard.)

WRITING

Objectives

Learning to write the letter *p*

Integrating speaking, writing, reading, and listening relationships to build a vocabulary chart

Composing "sensory poems"

Writing captions for pictures

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebook for each child in the group

Chart paper

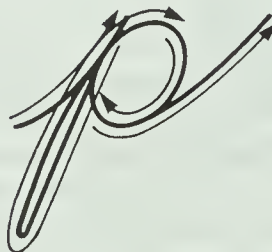
Pictures for caption writing; magazines, newspapers

The readers

Lined paper and/or notebooks for personal writing

Handwriting

For this lesson, teach the pupils how to write the lower-case form of the letter *p*. Follow the procedure established for the lesson for "Mr. Scrunch." Pay particular attention to retracings and the formation of the loop.



Learning to write the letter p

When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations and words. Guide the children in the formation of the joining strokes and loops and in making the retracings. Be sure the children can write each combination correctly before practicing the next one.

Column 1

pa

po

pi

pu

ap

Column 2

ip

up

op

piq

put

Column 3

gap

top

dip

paid up

When the children can write *pi* and *ip* correctly and easily, have them practice the following combination and word.

ji jiq

Directed Writing

Ask the children to turn to the reader selection and find words that identify water and sources of water. Develop a vocabulary chart such as the one shown below. For explanatory details on vocabulary charts, see *Directed Writing* in the lesson for "To Market, To Market."

Water Words		
rain	puddles	sea
frost	drops	snow
river	iceberg	ocean
lake	pond	vapor
dew	stream	clouds

On the chalkboard or on chart paper, develop several "sensory poems" cooperatively with the children. The following pattern may be used as a model.

(sight)	blue
(sound)	splashing
(taste)	cold
(touch)	wet
(smell)	clean
(title)	water

For each poem, use one word to represent each sense but omit any word that does not apply to the subject. Print the subject or title at the end of the poem. The sense words (shown in brackets) and/or drawings (eye, ear, nose, etc.) may be used to help explain the pattern to the pupils. A drawing may be included with the poem.

If the pupils have not had experience in writing captions for pictures, explain that a caption is a heading or a title for a picture. It describes the picture and tells a little story about it.

Have available several photographs of animals or children, or refer to specific pictures in the reader selections that have been covered up to this time. On the chalkboard, print the captions for each picture to be discussed and then have the pupils select the most suitable.

After the children have selected the best captions for the pictures, compose some captions cooperatively for other pictures in the room. This time, do not give the pupils a choice of captions. Have the pupils print the captions on the chalkboard or in their notebooks.

Creative Writing

Have the pupils compose some "sensory poems" of their own. Suggest that they use words on the vocabulary chart as starting points or refer to books and pictures in the room for ideas. Let the children take turns reading their completed poems to the group, omitting the titles, and have the others guess the subjects of the poems.

Some pupils may wish to write other kinds of poems of their own about water, rain, or other aspects of nature. Have them use poems in the reader and other books as models.

Have the children collect pictures from magazines or newspapers and write captions for them. Help them make a bulletin board display of their pictures and captions.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing and identifying words formed on graphemic bases *oy*, *oil*, *umble*

Who Lives in My House?

Objective

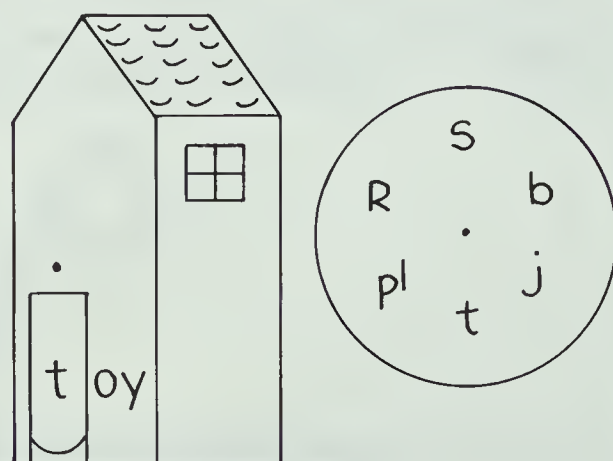
Recognizing and identifying words formed on graphemic bases *oy*, *oil*, *umble*

Number of Players

One

Materials Needed

House-shaped cards for each graphemic base, with opening for front door and an attached bottom dial showing initial consonants and consonant clusters.



Procedure

The player takes each card and reads the words formed by rotating the wheel to find out "who lives in each house."

Have the children find the title of this selection in the table of contents, and ask them on what page the selection begins. Have them turn to page 46. Ask a pupil to read the text above the photograph.

Let the children discuss the question, "What things do you enjoy doing on Saturday?" You may wish to record the activities the children talk about on an "It's Saturday" chart.

Then let them discuss the next question, "Do you ever run out of ideas for things to do?"

Have the children look at and discuss the photograph. "What is happening in the picture? Where do you think the family might be?"

Then ask someone in the group to read the text under the picture. Let the children discuss the questions posed.

Continue through the remaining pages of the selection in a similar fashion, having the children look at and discuss the photographs and read and discuss the text.

As a follow-up to the selection, the children could make a class list of all the zoos, conservation areas, museums, art galleries, or historical sites that the children have visited in your school area. Have the children do research to find out if there are any local places of interest that are missing from their chart by doing library research.

Have the children discuss what things there are to do and see at each place on their list. The children could make posters to advertise some of the places.

The children could also telephone local pools to find out about swimming hours and lessons. If possible, make arrangements to tour a swimming pool. See if a lifeguard could give a talk about water safety and let the children swim in the pool. Have the children make posters illustrating the rules of water safety.

Plan a visit to a public library. Ask a librarian to give the pupils a tour and explain the various facilities and services available to them. Arrangements could be made ahead of time to have interested children obtain library cards and take out books.

If possible, take the pupils to a play or a musical presentation. If there is a special group in town, such as a circus or an ice show, a class visit could be arranged. After the show the children could write a story about their outing.

Some of the children may wish to work in groups to prepare a play, puppet show, dance, song, or poem to present to an audience. Such a project could involve everyone in the class in some capacity or only two or three children.

Have the children use their family as a resource for an oral report on topics such as A Family Trip, Family Hobbies, A Family Tree, or Family Picture Parade.

Have the children find out what art and craft classes are open to them in your community and how they could enroll. Let children who have learned art and craft skills outside the classroom share their knowledge with the other members of the class. Help the "teachers" prepare for these "lessons" by discussing the project with them ahead of time, offering suggestions, and helping them gather and organize materials.

As an alternative, have the children find library books containing art and craft ideas. They could work in groups to practice one of the activities that appeals to them, and then teach this art or craft to the rest of the group.

Invite a local artisan to the classroom to give the children a talk on his or her skill, do a demonstration, and show finished samples of work.

Let the children bring in simple favorite family recipes for a cooperative booklet. Some of these recipes could be made by the children in the classroom.

The children might like to select four or five of the best ideas for Saturday recreation suggested by a class discussion and make a mural showing children engaged in these activities. Other children may enjoy collecting pictures of things to do and places to go to on Saturdays and make a collage.

COMPREHENSION	INTEGRATIVE OPTIONS	DECODING SKILLS
<p>Using the table of contents</p> <p>Formulating questions</p> <p>Recalling details; verifying answers</p> <p>Reading interpretively</p> <p>Identifying the narrator</p> <p>Identifying the problem and solution</p> <p>Inferring feelings; drawing inferences</p> <p>Applying story idea to personal experience</p> <p>Describing characters</p> <p>Classifying words and phrases</p> <p>Recognizing sequence</p> <p>Summarizing the story</p>	<p>Enjoying books — enjoying storybooks</p> <p>Books — reading independently</p>	<p>Recognizing and identifying new words</p> <p>Observing special words</p> <p>Recognizing and identifying phoneme-grapheme correspondence /n/kn</p> <p>*Recognizing and identifying phoneme-grapheme correspondence /r/wr</p> <p>Recognizing and identifying words with <i>tion</i> and <i>sion</i>, variations of suffix <i>ion</i></p> <p>*Recognizing and identifying words using graphemic base <i>ear</i></p> <p>*Dividing words with two and three medial consonants</p> <p>Applying syllabication rules in decoding words</p> <p>Spelling words with graphemic bases</p> <p>Observing the spelling of useful words; of spelling words</p>
LANGUAGE DEVELOPMENT	WRITING	INDEPENDENT ACTIVITIES
<p>Recognizing and identifying tag phrases and direct speech; noting punctuation</p> <p>Recognizing and identifying use of parentheses</p> <p>Recognizing, identifying, and using nouns and verbs; subjects and predicates</p> <p>Recognizing, identifying, and using pronouns</p> <p>Recognizing, identifying, and using adjectives</p> <p>Recognizing, identifying, and producing compound and complex sentences using connectives <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i></p> <p>Punctuating sentences: periods, commas, question marks, quotation marks, apostrophes</p> <p>Using personal dictionaries</p>	<p>Learning to write the letter <i>r</i></p> <p>Composing comic-strip stories; identifying main events in reader selection; using direct speech in “word balloons”</p> <p>Selecting most suitable story ending</p> <p>Applying comprehension, decoding, language, and printing skills to produce personal writing</p>	<p>See the <i>Mr. Mugs Book</i></p> <p>See the <i>Spirit Duplication Masters / Self-Help Activities</i></p>
ALTERNATIVE STRATEGIES	Literary Appreciation**	Listening**
<p>Recognizing and identifying phoneme-grapheme correspondences /r/wr, /w/w</p> <p>Recognizing plural forms with <i>s</i>, <i>es</i></p> <p>Recognizing and identifying spelling words</p>	<p>Reading interpretively</p> <p>Drawing inferences about story characters’ feelings; about story situations</p> <p>Applying story idea to personal experience</p> <p>Describing characters</p> <p>Reading supplementary books</p>	<p>Listening attentively in discussions</p> <p>Listening to identify phoneme-grapheme correspondences /n/kn, /r/wr</p>

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

Objectives

Using the table of contents
Formulating questions
Recalling details; verifying answers
Reading interpretively
Identifying the narrator
Identifying the problem and solution
Inferring feelings; drawing inferences
Applying story idea to personal experience
Describing characters
Classifying words and phrases
Recognizing sequence
Summarizing the story

Developing Pupil Inquiry

Have the pupils turn to the table of contents and find the title of the next selection. Ask a volunteer from the group to read the title. Be sure the children know how to pronounce the name *Ira* (i'rə) correctly.

Let the children speculate about the title. "What does *sleeps over* mean? Do you like to sleep over at a friend's house? Why? What kinds of things do you do when you sleep over at a friend's house? Have you ever had any problems when you slept over at someone's house? If so, tell about them."

Ask the children if they have any questions they would like to ask about the story. Record their questions on the chalkboard or on a piece of chart paper. They may pose questions such as the following:

Where does Ira go to sleep?
What things do Ira and his friend do that night?

Have the children look again at the table of contents to find the page on which the story begins. "Now read the story to find the answers to your questions."

Developing Pupil Response

Have the children read the entire story silently. When they finish reading, refer them to the question box. "What answers did you find to your questions?" Have the children answer the questions in their own words, and then verify the answers by reading pertinent lines of text.

Have the children read the story orally, taking turns at being the various characters. Encourage the pupils to interpret the characters' personalities and feelings in their manner of speaking the lines.

Synthesizing

1. "Who tells the story in 'Ira Sleeps Over'? How do you know?"
2. "What problem did Ira have in this story? How did he solve his problem at first and at the end of the story? Do you think you would have done the same in his place? Why or why not?"
3. "That afternoon while Ira and Reggie were talking, Ira asked Reggie twice what he thought about teddy bears. What happened each time? Why do you think Reggie acted the way he did?"
4. "Why did Reggie finally get out his teddy bear? Why did Ira go to get his own bear then?"
5. "What kind of person is Ira? What is his friend Reggie like? Tell why you think as you do."
6. "Have you ever been in a situation like Ira's and were afraid to seem babyish? Tell about it."

Developing Comprehension, Research, and Listening Skills

Classifying words and phrases

Literal Comprehension. Write the following exercise on the chalkboard or duplicate it and distribute copies to the children. They are to write the words and phrases under the correct headings.

Who?	What?	Where?	When?
at Reggie's house	a pillow fight		in bed
my teddy bear	when the lights are out		a ghost
Reggie	in a haunted house		clunky, creaky sound
tonight	someplace		the next minute
big plans	TahTah		my own door bell
Ira	my sister		my father
that afternoon	that night		

Recognizing sequence

Literal Comprehension. Print the following story on the chalkboard. Have the children read "Reggie's Story." Then have them number the sentences in sequential order by writing 1, 2, 3, and so on after each sentence. Have someone in the group read the story orally and check when the exercise has been completed. Discuss with the children the clues that help them determine the order of the sentences. Draw particular attention to the presence of sequence words such as "After," "Then," and "The next morning" if the children do not put them out on their own.

Reggie's Story

After Ira and I played for a while, my dad told us to go to bed. (4) I wondered if Ira was going to bring over his teddy bear to sleep with, but he didn't. (3) One day I invited my friend Ira to sleep over at my place. (1) Then I told a scary ghost story. (5) I told him we would have a pillow fight, do magic tricks, tell ghost stories, and have lots of fun. (2) After that, Ira got his teddy bear from home and we both went to sleep — with our teddy bears. (6)

Summarizing the story

Literal Comprehension. Place the following sentences on the chalkboard. Discuss with the pupils why these sentences make a good summary of the story up to the middle of page 60. Elicit from the pupils that a summary includes only the main things that happen, not all the events or details. Then have them turn to page 60 and locate the line "I came back to Reggie's room." Have them reread the story from this point to the end, and then tell what they think the last sentence in the summary should be.

1. Ira was invited to sleep over at Reggie's house.
2. Ira wanted to take his teddy bear along, but he didn't because he was afraid Reggie would laugh at him.
3. The two boys played games that night.
4. While he was telling a ghost story, Reggie got out his teddy bear.
5. When Ira saw Reggie's teddy bear, he went home to get his own.
- (6. Ira returned to Reggie's room but found him fast asleep clutching his teddy bear.)

INTEGRATIVE OPTIONS

Enjoying Story Books

Enjoying Story Books. The children will enjoy listening to chapters from the story *Winnie-the-Pooh*, the best-known teddy bear of all. If the children have already had the book read to them, they may wish to read it for themselves this time or go on to enjoy *The House at Pooh Corners*, also by A.A. Milne.

Encourage children who are interested in drama to prepare a puppet play or a live-action production of a chapter of *Winnie-the-Pooh* to present to an audience.



Book Center

Keller, John G. *Krispin's Fair*. Little, Brown.

Krispin has much to endure when his snobbish cousin Prince Roderick comes to sleep over.

Waber, Bernard. *But Names Will Never Hurt Me*. Houghton Mifflin.

How a girl called Alison Wonderland comes to terms with her name.

Zemach, Margot. *To Hilda for Helping*. Farrar, Straus, & Giroux.

Sibling rivalry between two sisters ends in hilarity.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using definition clues

Observing special words

Recognizing and identifying the phoneme-grapheme correspondence /n/**kn**

*Recognizing and identifying the phoneme-grapheme correspondence /r/**wr**

Recognizing and identifying words with *tion* and *sion* variations of suffix *ion*

*Recognizing and identifying words, using graphemic base *ear*

*Dividing words with two and three medial consonants

Applying syllabication rules in decoding words

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A Yes card and a No card for each pupil
Lined worksheets for spelling exercises and dictation
Spelling notebooks

Word Meaning

New Words: Ira, Reggie, teddy bear, probably, worry, suppose, collection, wrestling match, labels, already, promise

Decodable Words: problem, baby, pillow, scary, rubber, haunted, empty

Enrichment Words: dominoes, magnifying glass, wrappers, jumbo goggles, mustache, aroomp

*Recognizing and
identifying new words,
using context clues*

Write the following words and sentences on the board:

worry
suppose
collection
label
already
promise

1. Put a _____ on that jar so you'll know what's in it.
2. If you _____ to do something, you should keep your word.
3. _____ the picture of the dragon came to life!
4. Have you finished all that work _____!
5. If I'm late getting home, Mother will _____.
6. John added a new stamp to his stamp _____.

Have the pupils read each sentence and decide which word on the board belongs in the blank. When a word has been selected, write it in the blank and have the sentence read again to be sure it makes sense.

Discuss with the pupils the word or words in each sentence that helped them to select the correct word. Give as much help as is needed to arrive at something like the following:

- Sentence 1:* The words are *jar* and *know what's in it*. People put labels on jars to identify their contents.
- Sentence 2:* The words are *you should keep your word*. This implies that *you have given your word*, and that means you have promised.
- Sentence 3:* The word is *dragon*. There is no such thing as a dragon, and so you would have to imagine or suppose it.
- Sentence 4:* The words are *finished all that work*, implying that there was a lot of work to be done so soon, and the exclamation mark reinforces this by indicating surprise.
- Sentence 5:* The words are *late* and *Mother*. Most pupils will know from experience that Mother worries if they are late.
- Sentence 6:* The words are *added* and *stamp*. People collect stamps, and the word *added* implies that John already had a number of stamps.

Write these words on the board:

1. Ira
2. Reggie
3. teddy bear
4. probably
5. wrestling match

Read the following definitions to the pupils. After each definition is read, have the pupils find on the board the word or words being defined, and hold up fingers to show the number of the word or words.

This is a furry toy in the shape of an animal.
This is the name of the boy who visited Reggie.

*Recognizing and
identifying new words,
using definition clues*

This is a synonym for *likely*.

This is a kind of fight in which one person tries to throw or force the other to the floor or ground.

This is the name of the boy Ira visited.

Observing special words

Write *worry*, *bear*, and *wrestling* on the board and have them pronounced. Call attention to the unexpected aspects of the words: *worry* — the *or* standing for the /*èr*/ sound as in *fern*, the double *r*, and the *y* standing for the glided /*ē*/ sound; *bear* — the *ear* standing for the sound heard in *care*; *wrestling* — the *wr* standing for the /*r*/ sound and the *t* not representing any sound in this word.

Phonemic Analysis

Write *knight* on the board and have it pronounced. Call attention to the *kn* at the beginning of the word and elicit that the two letters stand for the /*n*/ sound. Recall that there are a lot of words that begin in this way.

Now write *wrestling* on the board and have it pronounced. Have the initial sound identified as the /*r*/ sound and ask the pupils to tell the letters that stand for the sound. Explain that there are a number of words that begin in this way. Write *write* and *wrong* on the board and have them pronounced as examples.

Give each pupil a Yes card and a No card. Put the following words on the board:

knit	wrestle	wrote
wren	waiting	knock
crow	kind	snow
kneel	want	blow
king	writing	keep

Point to each word in turn and ask the pupils to think how the word is pronounced. Stress that they are just to *think* how the word is pronounced, not say it. If the word begins with the sound of *n*, or if it begins with the sound of *r*, they are to raise their Yes cards. If the word begins in any other way, they are to raise their No cards. When the decision has been made, have the word pronounced and the initial consonant or consonants identified. If the word begins with the /*n*/**kn** or the /*r*/**wr** correspondence, underline it.

Place the following sentences on the board:

I watched Grandma _____ that scarf.

Don _____ a letter to his friend.

A _____ is a small bird.

Did you _____ on the door?

Have each sentence read. Ask the pupils to find one of the underlined words that will fit the sentence. When a word has been selected, write it in the blank in the sentence, and have the sentence read to be sure it makes sense.

Structural Analysis

Write these sentences on the board.

Reggie had a junk collection.

The rich man lived in a mansion.

Call upon a pupil to read the sentences and underline the words that end in *tion* and *sion*: *collection*, *mansion*. Elicit from the pupils that the last syllable in each of the words is pronounced in the same way.

Follow the same procedure with these sentences.

The train pulled into the station.

Ira asked permission to visit Reggie.

(If necessary, pronounce *permission* for the reader.) Lead the pupils to note that the last syllable is spelled *tion* in some words and *sion* in others, yet the two syllables are pronounced alike.

Write the sentences below on the board.

1. The motion of the boat made me sick.
2. Janey saw her reflection in the glass.
3. Mom enjoyed the discussion about gardening.
4. Did you mention the party to Bill?
5. Read that line with more expression.

Have each sentence read by a pupil. Discuss any sentence or word of which the meaning unfamiliar. Remind the pupils that they should use the syllabication rules they have learned to help them decode the unfamiliar words.

Write the following words on the chalkboard:

collection	moment	label
match	story	baby
poppy	dish	bus
machine	drawer	inventor

Point to words in random order and ask pupils to add s or es and spell the plural form. If additional practice is needed, distribute lined worksheets and have the pupils write the plural forms of the words.

To present the graphemic base *ear* (ār), develop the following list of words with the pupils and place it on the board:

bear
pear
swear
tear
wear

Have the words read and the part that is the same in all the words underlined. Ask pupils to use some of the words in oral sentences.

Put the following key words on the board and have them read: *each, bear, whale, my, back, more, felt, bean, tail, am, crumble, oil, like, boy, time, think*.

Write these sentences on the board:

Are those peaches and pears for sale?
I swear I didn't spy on you.
Jack wore his new belt today.
Did Pat tear her jeans on that nail?
Sam's grumbling spoiled the hike.
Pat jumped for joy when the bells chimed.
There's a bumblebee on that pink flower.

Point to sentences at random and call upon pupils to read them. Continue until each pupil has had at least one turn. If a child hesitates over a word, refer her or him to the key words involved.

Syllabication

Recall with the pupils that when two different consonants come together in a word, the word is divided between the two consonants. Put the following words on the board as examples and have the pupils tell where the words should be divided into syllables.

enjoy trouble lumber captain basket

Write these words on the board and have them pronounced.

crumble handle

Ask a pupil to come to the board and underline each medial consonant cluster of three letters (*mb* and *ndl*).

Explain to the pupils that when three consonant letters come together in a word, one way to divide the word into syllables is to separate the word into word parts after the second

Recognizing and
identifying plural forms
with s, es

Recognizing and
identifying words, using
graphemic base ear

Reading in context
words formed on
graphemic bases

Dividing words with two
and three medial
consonants

consonant. Demonstrate by writing *crumble* and *handle* on the board again and divide them into syllables:

crumb/le hand/le

Put the following words on the board and call upon pupils to tell where each one should be divided.

candle circle Grumble jungle rumble turtle

Recall with the pupils the syllabication rules they have learned so far.

Rule 1: Compound Words. A compound word is divided between the two words that go together to form the compound. If the compound word has more than two syllables, the compound is first divided between the two words, and the words are then divided by other syllabication rules (*worth/while, lum/ber/jack*).

Rule 2: Prefixes and Suffixes. Prefixes and suffixes are separate syllables, with the exception of some verb endings which are not pronounced separately. A word with a prefix is divided between the prefix and the root word. A word with a suffix is divided between the root word and the suffix. A word with both a prefix and a suffix is divided after the prefix and before the suffix (*be/come, rest/less, un/kind/ly*).

Rule 3: Words with Consonant Clusters in the Middle.

(a) A word with two different consonants in the middle is divided between the two consonants (*bas/ket*).

(b) A word with three consonants in the middle is often divided after the second consonant (*crum/ble*).

(c) A word with a consonant digraph in the middle is divided after the digraph (*butt/er, weath/er*).

Note. The rules above are for word-division for *reading* rather than word-division for writing, or end-of-line division. End-of-line division for writing, as in glossary and dictionary entries, will be presented at a later level. If you prefer to instruct pupils in word attack through end-of-line division, the rules should be adapted accordingly.

Discuss with the pupils that in reading an unknown word they may follow the above step-by-step procedure.

Now, put these unfamiliar words on the board and have the pupils try to decode them by dividing them into syllables, decoding the separate parts, then putting the parts together again. Give as much prompting as is needed.

compass frisky membership outlaws couple
tickle fiddle dispatcher unsaid marble

Spelling

Write *bear* on the board and have it pronounced. Have the letters that stand for the vowel sound identified.

Dictate the following words for the pupils to write on their worksheets. The words may be presented in sentences such as the following:

You had better wear a sweater. wear
Here's a juicy, ripe pear. pear
Please don't tear up those papers. tear
I swear I have seen Jan before. swear

Now ask the pupils to write *bear* on their worksheets and then write the following words as you indicate the initial consonant or consonant cluster each time.

bear → pear → swear → tear → wear

Write *probably* and *already* on the board and have them pronounced. Discuss the spelling of *probably*, calling attention to the *a* in the unstressed syllable. Stress the value of correct pronunciation in spelling this word. (Some children tend to say *proberly* or *probly*.) Discuss the initial *a* in *already*, representing the unglided /o/ sound before *l*, and the *ea* standing for the unglided /e/ sound. Have both words used in oral sentences. Then ask the pupils to enter the words in the list of useful words in their spelling notebooks.

Spelling words:
suppose, promise

Write *suppose* and *promise* on the board and have them pronounced. Call attention to double *p* in *suppose* and the *i* standing for the unglided /i/ sound in *promise*, even though word ends in *e*. Ask the pupils to copy each word five times on their worksheets, check each time to be sure all the letters are in the right order. Then have the pupils enter the words in their spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on the worksheets. Present the words in sentences such as the following:

Just suppose what would happen if there really were such things as ghosts. suppose
I promise I won't tell your secret. promise

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying tag phrases and direct speech; noting punctuation

Recognizing and identifying use of parentheses

Recognizing, identifying, and using nouns and verbs; subjects and predicates

Recognizing, identifying, and using pronouns

Recognizing, identifying, and using adjectives

Recognizing, identifying, and producing compound and complex sentence patterns using the connectives *and*, *but*, *or*, *so*, and *because*

Recognizing and identifying use of periods, commas, question marks, quotation marks, and apostrophes; punctuating sentences

Using personal dictionaries

Materials Needed

The readers

Colored chalks

Lined paper for each child in the group

Personal dictionaries

Sentence Awareness

Have the children turn to page 52 in their texts and read the first six lines of the story. The direct attention to the sixth line.

"Who is speaking in this line? How do you know? What words tell you that Ira's sister is speaking?"

"Who is speaking in the next line? Read the words that tell you who is speaking."

Have the children turn to page 53. "Who is speaking in the sixth line on this page? How do you know? Who is speaking in the seventh line on this page? How do you know?"

Ask the pupils to turn to page 54 and read the first two paragraphs. "Who is speaking in this part of the story? What did Reggie say?" Have one or two volunteers read Reggie's words while the other children listen to be sure that only direct speech is included in the reading.

"How do you know that these are the words that Reggie said?" Elicit that the "said" phrase and the quotation marks at the beginning and end of Reggie's words tell the reader exactly what he said.

Have the pupils look through the story to find and read other words that tell who is speaking and to find and read direct speech. In each example discussed, ask the children to note the position of the quotation marks and other punctuation.

Have the children turn to page 60 and direct attention to the parentheses at the end of the fourth line. Discuss with the group that a phrase or sentence enclosed in parentheses explains or gives additional information about something that has just been said or described.

Recognizing and
identifying tag phrases
and direct speech;
noting punctuation

Recognizing and
identifying use of
parentheses

Sentence Building

Recognizing,
identifying, and using
nouns and verbs;
subjects and
predicates

Print the following sentences on the chalkboard.

Reggie was sleeping.
The bear growled.

Have the children read the first sentence. "What words in this sentence tell us what someone is doing?" Ask a child to underline the words *was sleeping* with colored chalk or with two lines.

"What word in this sentence tells us the name of someone?" Have another child draw one line under the word *Reggie* with chalk of a different color.

"The sentence we just talked about has two parts, the 'doing' part and the 'name' part. What word in this sentence is the 'doing' part of the sentence? What words make up the 'name' part of the sentence?"

Continue in a similar manner with the second sentence. Accept *growled* as the "doing" word and *bear* or *The bear* as the "naming" word(s).

Refer to the following incomplete sentences on the chalkboard.

Ira's sister
walked away
Reggie
Two ghosts
fell asleep

Have a pupil read the first incomplete sentence. "Is this a finished sentence? Why isn't this a finished sentence?"

"A sentence has two parts, the 'doing' part and the 'name' part. Do the words *Ira's sister* make up the 'name' part of the sentence or the 'doing' part of the sentence?"

"What part of the sentence is missing, the 'name' part or the 'doing' part?"

"What 'doing' words can you put with the 'name' words on the chalkboard to make a finished sentence?" Print the words the pupils suggest after the words *Ira's sister* on the chalkboard and have the completed sentence read aloud. Accept a variety of 'doing' words to formulate complete sentences. Print each completed sentence on the chalkboard and have each completed sentence read aloud.

Continue in a similar manner with the rest of the incomplete sentences.

Print the following pairs of sentences on the chalkboard and have the children read them silently and aloud. In each pair, direct the pupils to insert a pronoun in the blank space to replace the underlined noun(s) in the first sentence, for example, "What small word can you use in the second sentence to take the place of the word *Ira* in the first sentence?" The entire exercise may be done on the chalkboard, or the pupils may complete the last two or three parts on their lined papers.

1. Ira had a teddy bear. _____ had a toy monkey too.
2. Reggie and I played checkers. Then _____ had a pillow fight.
3. Ira and his sister like to play at Reggie's house. Sometimes _____ play at Mary's house too.
4. Yesterday Marty saw a yellow bird in the yard. Today _____ saw a blue bird.
5. The teddy bear has fuzzy ears. _____ has a fuzzy tail too.
6. The children played games at the party. Then _____ ate cake and ice cream.
7. When did Jack go on a trip? Where did _____ go?

Print the following sentences on the chalkboard and have the pupils read them silently.

1. Ira had a _____ teddy bear.
2. Reggie had a _____ puppy.
3. There was a _____ frog in the pond.
4. Reggie saw a _____ turtle and a _____ snake in the stream.
5. Ira slept on a _____, _____ pillow.
6. The boys told _____, _____ stories.
7. Ira has a _____, _____ hat.
8. The _____, _____ snow fell on the trees and grass.

Recognizing,
identifying, and using
pronouns

Recognizing,
identifying, and using
adjectives

Have a volunteer read the first sentence aloud, inserting a word in the blank space to describe the teddy bear. Ask two or three other pupils to read the sentence, each pupil using a different describing word. Print one of the suggested adjectives in the blank space and have the completed sentence read again.

Continue in a similar manner with the rest of the sentences. If preferred, have the children complete the last three sentences on their lined papers and then take turns reading them aloud to the group. Complete the sentences on the chalkboard, using the pupils' suggestions.

Print the following exercise on the chalkboard. Have the children read silently the connectives at the top and each pair of sentences that follows.

Direct the pupils to form each pair of sentences into one sentence with the use of one of the joining words listed at the beginning of the exercise. Give whatever guidance is necessary to have them form the compound sentence. Print the newly-formed sentence on the chalkboard as it is given by the pupils and then have them note what changes occurred in punctuation, capitalization, and wording.

so and but or because

1. Ira had a teddy bear called Tah Tah. Reggie had a teddy bear called Foo Foo.
2. Ira wanted to go to Reggie's house. He didn't want to take his teddy bear.
3. Did the boys play checkers? Did they make paper cats and dogs?
4. The children put the lights out. They wanted to tell ghost stories.
5. Ira went back home. He could have his teddy bear with him.
6. Reggie fell asleep. He was tired.

Punctuation

Print the following sentences on the chalkboard and have the pupils read them silently and aloud. Guide the pupils as they take turns inserting the correct punctuation marks in the first three sentences. Then have them print the remainder on their papers, adding the punctuation marks as they do so. After the exercise is finished, have the children punctuate the last three sentences on the chalkboard. A different color of chalk may be used for each kind of punctuation mark.

1. Are you taking your teddy bear asked Ira's sister
2. Ira said Reggie will laugh
3. Reggie's father called It's time for bed
4. I changed my mind said Ira
5. Good night said Ira's mother and father
6. Are you scared asked Reggie

Dictionary Skills

Continue to have the children enter words in their personal dictionaries. (See the lesson for "How the Main John Got His Name" for details.) Have the children work in pairs and show each other what words they have entered and check to see whether their partner's words have been entered on the correct pages.

WRITING

Objectives

Learning to write the letter *r*

Composing comic-strip stories; identifying main events in reader selection; using direct speech in "word balloons"

Selecting most suitable story ending

Applying comprehension, decoding, language, and printing skills to produce personal writing

Recognizing, identifying, and producing compound and complex sentence patterns using the connectives and, but, or, so, and because

Recognizing and identifying use of periods, commas, question marks, quotation marks, and apostrophes; punctuating sentences

Using personal dictionaries

Materials Needed

Handwriting notebooks

The readers

Newsprint sheets

Lined paper and/or notebooks for personal writing

Personal Journals or diaries

Handwriting

For this lesson, teach the pupils how to write the lower-case form of the letter *r*. Follow the procedure established for the lessons for "Mr. Mugs Is Kidnapped," "Fish Head," and "Mr. Scrunch."



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations and words.

Column 1

ra

ro

ru

rw

rv

Column 2

ir

ur

rag

rip

row

Column 3

air

trap

card

our

rug

When the pupils can write the foregoing combinations and words correctly and easily, have them practice the combination and word below.

or word

Directed Writing

Recall the reader story and have the pupils tell some of the main events in the first few pages. Print four of the main events on the chalkboard. For example:

Reggie invited Ira to sleep at Reggie's house.

Ira's sister asked him how he would feel sleeping without his teddy bear for the first time.

Reggie told Ira about his plans to play games and tell ghost stories at his house.

Ira asked Reggie what he thought of teddy bears.

On the chalkboard, divide a box into four sections in the style of a comic strip.

Or

--	--	--	--

With the pupils, develop a comic-strip story using the main events listed on the chalkboard. Discuss the way the story might begin, what might go in the first frame, and how the rest of the story might be organized to complete the other three frames.

Develop the first frame of the comic strip cooperatively on the chalkboard. Elicit that it should show Ira and Reggie talking together. Review the use of the "word balloon" as a way of showing what comic-strip characters are saying. Remind the pupils to use quotation marks in the word balloons. The first frame might be somewhat as shown below:



Have the pupils complete the rest of the comic strip on their own. Provide a blank sheet of newsprint for each member of the group and have the children fold the sheets into four sections. They may copy the first frame from the board or use their own ideas to picture the first important event of the story. Have the children depict the remaining three events listed on the chalkboard in the other three frames. After the comic strips are finished, have the children print titles for them at the top of the newsprint sheets.

Print the story below and the three endings on the chalkboard.

On Ira's birthday, Ira and Reggie went to the zoo park. Ira couldn't wait to see the lions first but Reggie badly wanted to see the monkeys first. They quarreled about it and didn't know what to do.

So they decided to go back home.

They decided not to see the lions and monkeys at all that day.

Then Reggie said they could see the lions first because it was Ira's birthday.

Have the pupils read the story silently and aloud. Discuss with the group that the story might end in different ways, but that the ending must make sense with what has happened in the rest of the story. Have the pupils read the three endings and choose the most suitable one for the story. Direct the children to copy the story and the best ending in their notebooks.

Creative Writing

Personal Writing

For this lesson, have the pupils depict the second part of the reader selection (pages 56-61) as a comic-strip story. Remind the children to think of four important events to use in their comic strips and to decide on the order in which to picture the events before they begin their drawings.

Some pupils might like to depict other comic-strip stories about Ira and Reggie, such as stories about school happenings, special excursions, holiday adventures. Elicit that the last frame of the comic strip should always make sense with what happened earlier in the story. The comic strips may consist of four or more frames.

Suggest that the children write a story about a stuffed animal toy. They could write about a toy of their own or use one of the following story starters for ideas.

Teddy Bear Lost
The Magic Teddy Bear
A New Teddy Bear
In the Land of the Teddy Bears

Encourage the pupils to write one or more diary entries that they think Ira or Reggie might make. Some children may wish to make entries in their own personal diaries.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying phoneme-grapheme correspondences /r/**w**r, /w/**w**

Recognizing plural forms with s, es

Recognizing and identifying spelling words

Sleepy W

Objective

Recognizing and identifying
phoneme-grapheme
correspondences /r/**w**r, /w/**w**

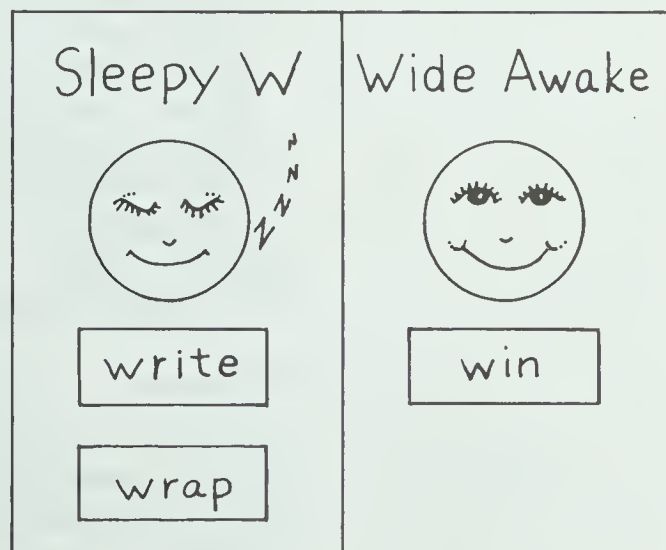
Number of Players

One

Materials Needed

A "Sleepy W" board

Cards with words such as: *write*,
wrote, *wrong*, *wrist*, *wrap*, *wrench*,
wriggle, *wrinkle*; *wink*, *watch*, *win*,
wiggle, *want*, *wasp*



Procedure

The player takes the word cards in turn and reads the words. He or she then places cards with words containing the /w/**w** correspondence under "Wide Awake" and the cards with words containing the /r/**wr** correspondence under "Sleepy W."

Pick a Place

Objective

Recognizing plural forms with s, es

Number of Players

One

Materials Needed

Three plastic cups: each labeled s — tops; es — beaches; es — candies
Set of word cards containing a singular noun such as: *inventor, second, soil, tunnel, knob, vacation; witch, glass, church, lunch, bench, potato, tomato; poppy, cry, pastry, dummy, country, balcony*



Procedure

The player reads the word cards and places them in the appropriate cup, according to the key word on each cup.

Fix-It Race

Objective

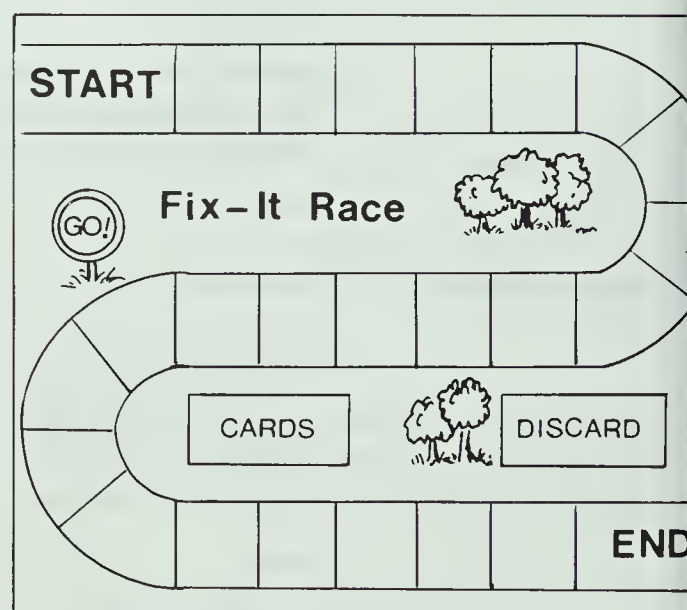
Recognizing and identifying spelling words

Number of Players

Two to Four

Materials Needed

One "Fix-It Race" board
Twenty cards with correctly spelled words; ten cards with incorrectly spelled words. Use words such as: *famous, especially, shoulder, pour, drawer, second, suit, heavy, dew, amount, suppose, promise, clear, bear, dear, grumble, stumble, toil, soil, toy, boy*
Four free cards
One marker for each player



Procedure

The players take turns to draw the cards. The player must decide whether the word is spelled correctly. If the word is not spelled correctly, the player spells the word correctly. The marker is moved one space for each correct answer. If a free card is drawn, the player moves one space. The first player to reach the end of the track is the winner.

Objectives

Discussing poetry
Valuing poem
Comparing poems
Discussing *cinquain* poems
Writing cooperative cinquain poems; illustrating poems

Responding to Poetry

Tell the children that the title of the next selection is "I'm a Poet and Didn't Know It." You may wish to have a general discussion about poetry with the group. You could ask questions such as the following to stimulate the children's thinking. "What makes poetry special? How is poetry different from other kinds of writing? What kind of poetry do you like? Do you like reading poetry or having it read to you? Why? What are your favorite poems? Why do you like them? Have you any poems you would like to share with the group?"

Have the children turn to page 62. Read the title and the introductory paragraph for the group. Let the children tell how poetry makes them feel sometimes and why.

Then read the poem "Kitten" to the children as they follow in the text. "Do you like this short poem? Why? What words in the poem do you think tell about kittens best?"

"Now listen while I read the next poem." When you finish reading ask "What does this poet tell about people?"

Have the children look at both poems and ask if they notice anything special about them. "How are the poems similar?" List the observations the children make on the chalkboard.

Then read the first three paragraphs on page 63. Let the children compare their list of observations with the characteristics of a *cinquain* listed in the text. Have the children discuss the origin of the word *cinquain*. If no one in the group has had French instruction, you may need to explain it to them.

Now read the last two paragraphs on the page to the children. You may wish to help the children write one or more cinquains cooperatively before they write their own.

You may also wish to post evocative and striking pictures on the board to stimulate the children.

Encourage the children to share the cinquains they write with the group. Some children may enjoy illustrating their poems; for example, making a lady bug out of construction paper and pasting the poem on it. Let the children display their poems on the bulletin board.

After the cinquain writing session, you could let the children discuss and evaluate this form of poetry. "Did you enjoy writing cinquains? Why or why not? Is it easier to write a poem when you are given a guide like this, or is it easier to write a poem in any form you like? Tell why you think as you do."

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Observing picture details
Recalling details; verifying answers
Reading interpretively
Applying story idea to personal experience
Discriminating between real and make-believe
Identifying main characters; describing characters
Inferring feelings
Valuing; making judgments
Discussing suspense
Discussing adventure stories
Recognizing main idea
Recognizing sequence

INTEGRATIVE OPTIONS

Environmental Studies: Social Studies — making maps; visiting a museum
Science — studying the constellations; looking at how a compass works; studying rocks and fossils; growing crystals
Visual Arts — making sand pictures; making stone paperweights; making stone creatures
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying final consonant clusters *tch, ft, sk*
Recognizing and identifying phoneme-grapheme correspondences /oi/**oy**, /oi/**oi**, /o/**au**, /o/**aw**
Recognizing and identifying possessive forms with 's, s'
Recognizing and identifying verb endings *s, es, ed, ing*
*Recognizing and identifying words using graphemic base *able*
Dividing words into syllables
Spelling words using graphemic bases
Observing the spelling of useful words; of spelling words

LANGUAGE DEVELOPMENT

Recognizing, identifying and producing exclamatory sentences and phrases; command sentences
Recognizing, identifying and using capitalization
Recognizing, identifying and producing complex sentences using connectives *if, when, as, until, while, after, before*
Recognizing, identifying, and producing variation in sentence patterns
Recognizing, identifying, and using present tenses *has* and *have*
Recognizing, identifying, and using irregular past tenses *sent, took, threw, shone, slid, heard, began, broke, kept*
Recognizing, identifying, and using adverbs
Recognizing, identifying, and using homonyms

WRITING

Learning to write the letter *s*
Developing adventure story cooperatively
Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying new words
Recognizing and identifying plural forms with *s, es*; possessive forms with 's, s'
Recognizing syllables in words with medial digraphs, medial 2- and 3-letter clusters, and 2- and 3-syllable compound words

Literary Appreciation**

Relating picture and story
Reading interpretively
Applying story idea to personal experience
Describing characters
Drawing inferences about story characters' feelings
Valuing the story
Discussing suspense; adventure stories
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /oi/**oy**, /oi/**oi**, /o/**au**, /o/**aw**

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Speculating; formulating questions
Observing picture details
Recalling details; verifying answers
Reading interpretively
Valuing
Applying story idea to personal experience
Discriminating between real and make-believe
Identifying main characters; describing characters
Inferring feelings
Valuing; making judgments
Discussing suspense
Discussing adventure stories
Recognizing main idea
Recognizing sequence

Developing Pupil Inquiry

Using the table of
contents

Have the pupils turn to the table of contents and find the title of the last selection in the reader. Ask if anyone in the group can read the title. If not, read it for the children. Have the children note that the story is divided into two sections.

Ask if anyone knows the meaning of the word *gorge* as it is used here. If no one in the group can explain the meaning satisfactorily, have the word looked up in the dictionary and its meaning read aloud.

Speculating

Encourage the children to talk about the title and speculate on what the story might be about.

Formulating questions

Ask the children if they have any questions they would like to ask about the story. Record their questions in a question box.

Observing picture
details

Refer the children again to the table of contents and ask on what page the story begins.

Have the children look through the illustrations in Part One of the story and discuss briefly the events depicted. You might ask questions such as, "Where are the boys traveling? What do you think the boys are planning to do? Why? What do you think the boys might be looking at on page 67?"

Formulating questions

If the children have any further questions they wish to pose, add these to the question box. Your question box may look somewhat as follows:

✓ Why is this place called *Dead Man's Gorge*?
Does anyone find gold?

"Now read the story to find the answers to your questions."

Developing Pupil Response

Have the pupils read Part One of the story silently. When they finish reading, ask ✓ "What happened in the story so far?"

Refer the children to the questions in the question box. "To which of your questions did you find the answers?" Have the children answer any pertinent questions in their own words, and then read the lines of text that verify their answers.

"What do you think might happen in Part Two of the story?" Let the children speculate briefly on this question, and then look at the illustrations in Part Two. "What are the boys doing on page 71? How do they feel? Whom do the boys meet later in the story?"

Ask the children if they have any questions they would like to add to the question box. They may ask "Why are the boys frightened at night? Why is the old man out in the desert?"

Reading
Recalling details

Recalling details;
verifying answers

Speculating

Observing picture
details

Speculating

Formulating questions

Recalling details;
verifying answers

Reading interpretively

Have the children read Part Two of the story silently. When they finish reading, have the answer and verify the remaining questions in the question box.

As there is much dialogue in this selection, this would be a good opportunity to work reading interpretively. This might be done by dramatic reading or role-playing. Let the children select scenes they would like to read aloud. Let different groups of children read the parts the narrator, Randy, Mike, and the old prospector for each scene. Have the children discuss the emotions of the characters in each situation and strive to convey these emotions with their voices.

Synthesizing

Discriminating between
real and make-believe

Recalling details;
applying story idea to
personal experience

Identifying main
characters; describing
characters

Inferring feelings

1. "Do you think that the events in this story could really take place? Why do you think you do?"

2. "What things did the boys plan to buy with the gold they found? Name three things you would buy if you found a treasure of gold."

3. "Who were the main characters in the story? Were they cowardly or brave? Why do you think so? What other words would you use to describe Mike and Randy?"

4. "How do you think the boys felt when they set out before sunrise; when Randy thought he found gold; when they heard gunshots and shrieks; when the prospector proved that they had found only fool's gold; when their father suggested that the university might be interested in buying fossils?"

5. "What did Mike and Randy set out to do at the beginning of the story? Did they accomplish their goal? Why or why not?"

6. "Would you have liked the story ending better if the boys really had found a treasure of gold? Would such an ending have been as believable as the actual story ending? Why or why not?"

7. "How did the author make this story so interesting? What is *suspense*? How does the story have suspense?"

8. "What kind of story was this — a detective story, a mystery story, a humorous story, a ghost story, or an adventure story? Give reasons for your answer. Think about other adventure stories you have heard or read. What do you think helps to make a good adventure story?" (You may wish to make a chart listing the children's responses.)

Recalling details

Valuing; making
judgments

Discussing suspense

Discussing adventure
stories

Developing Comprehension, Research, and Listening Skills

Making judgments

Critical Comprehension. Write the following sentences on the chalkboard. The pupils are to read each sentence orally and decide whether the sentence is true, not true, or does not have enough information in the story to answer. Have pupils come to the chalkboard to record True, Not True, or Not Enough Told after each statement.

- | | |
|--|-----------------|
| 1. Randy was older than Mike. | True |
| 2. The boys' mother agreed to let them go on the expedition alone. | Not True |
| 3. The boys found some rocks with fossils in them. | True |
| 4. The boys often met the old prospector again. | Not Enough Told |
| 5. The old prospector had become rich panning gold. | Not True |
| 6. Gold sometimes washes down from the mountains into streams. | True |
| 7. The boys made money selling fossils to the university. | Not Enough Told |
| 8. Fool's gold is as valuable as real gold. | Not True |

Recognizing the main
idea

Literal Comprehension. Write the following titles on the chalkboard and have the children read them. Then ask the pupils to choose the best title for each part of the story and discuss the reasons for their choices. Have the title underlined.

Part One Randy and Mike Go Camping
 Looking for Gold
 Danger at Dead Man's Gorge

Part Two The Old Prospector
 Jojo and Bobo Come to Camp
 Fossils

Place the following activity on the chalkboard or duplicate and distribute copies to the pupils. It may also be done orally. Read the paragraphs to the pupils at least twice if it is to be done orally.

Have the pupils read each paragraph to see if the first sentence tells about all the other sentences or expresses the main idea of the paragraph. If the first sentence does express the main idea, they are to underline it. Discuss with the pupils the reasons for their choices.

Mike and Randy had a very frightening night. First they heard something breathing heavily outside the tent. It was kicking rocks around and one even hit the tent. Then they heard a great howling noise. When something started to shake the tent, they left it quickly and ran through the darkness to the safety of a nearby crevasse.

Mike and Randy walked quickly. They headed west toward the mountain ridge. Their map and compass helped to keep them on course. In a few hours they reached Dead Man's Gorge. They were tired but they managed to make their camp for the night.

Iron pyrite is called gold — fool's gold. Because it is a yellow color, it often fools people into thinking it is gold. It is not soft like gold though. If you hit iron pyrite with a rock, it will shatter into many pieces. Gold would not shatter — it would flatten.

Recalling story details

Literal Comprehension. Distribute copies of the following exercise. Ask the children to read the questions. Point out to the children that they should answer in complete sentences, using in their answer as many of the words from the question as they can. Have them record the number of the page on which their answer can be verified.

1. How did the boys find out about the gold at Dead Man's Gorge?
2. How did the boys get the gold from the old stream bed?
3. What did the boys find in the creek bed?
4. What happened to the boys' camp while they were hiding?
5. Why had the old prospector come there that night?
6. Why were the rocks the boys found so interesting?

Recognizing sequence

Literal Comprehension. Print the following sentences on the chalkboard. Have the children read the sentences and, on their own papers, organize the events under the heading "Part One" by numbering them in sequential order.

- Mike and Randy dig and pan for gold at Dead Man's Gorge. (6)
Randy and Mike set out one night to look for gold. (1)
Then they climb a mountain ridge to reach a valley. (3)
The boys walk a long way in the valley until they reach Devil's Creek. (4)
In the valley the boys find strange black rocks with green streaks and take them along. (5)
They go across the desert to the foot of the mountains. (2)

INTEGRATIVE OPTIONS

Environmental Studies;
Social Studies

Making Maps. Have the children skim the story to recall the boys' trip through the desert. Have them note the directions, land formations, and place names mentioned in the text. Then ask the children to make the picture map that the boys might have followed to reach Dead Man's Gorge.

When the maps are completed, have them posted on the bulletin board so that the children can compare their own maps with those of the other children.

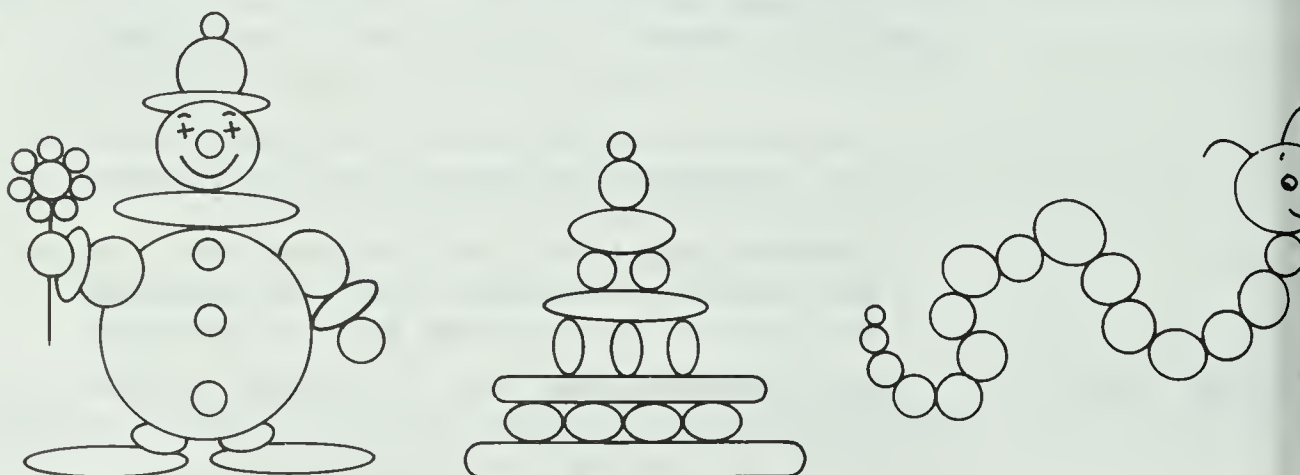
"Pretend that you have hidden a treasure in the schoolyard or somewhere nearby. Draw a treasure map with instructions and directions marked, so that someone could actually find the spot where the treasure is hidden." You may wish to let the children hide actual treasures of fruit or candy and have them use one another's maps to find these treasures.

Making Sand Pictures. First, the children will need to color quantities of sand different colors. This can be done by putting a small amount of sand in a jar and adding liquid food color a bit at a time. The jar is then covered and the sand shaken. Add food color until the sand is the desired shade. The sand should then be spread on newspaper to dry. Another method is to soak sand in a strong dye bath of fabric coloring for 15 minutes and then dry it.

Next, have the children sketch a picture on a piece of paper. They should then paint over a small section of the picture with white glue and sprinkle the desired color of sand onto the glue. It is best to do all areas of the same color at the same time, let the glue dry, and shake off the excess sand. Then go on to do the other colors the same way.

Making Stone Paperweights. Have each child bring in a large, smooth, clean stone. Have the pupils paint simple scenes or designs on the stone with bright poster paints. After they are dry, the stones should be sprayed with a plastic coating to preserve the colors.

Making Stone Creatures. Have the children collect a number of smooth stones of different shapes and sizes. Then let the children create creatures by gluing small stones onto larger ones with white glue. Another method of joining the rocks together is with bits of cotton soaked in liquid white glue. Let each join dry before adding on new parts. A large stone can be used as the body of the creature and small stones added on as eyes, arms, and legs. Details such as faces can be painted on later when the creature is complete. Some examples of stone creatures they could create are birds, frogs, caterpillars, people, dogs, or monsters. Some children may wish to make non-objective sculptures instead.



Environmental Studies:
Science

Studying the Constellations. "While the boys were in the desert, they used a map and a compass to help them find their way. What else did they use at night to help them find their way? Have you ever found the North Star at night? What is a constellation? Have you ever seen any constellations in the sky? What were they? How were they shaped?" After a preliminary discussion about stars and constellations, have the children consult library books and encyclopedias to find out more about them. Have the children find the names and shapes of the simpler constellations and record them.

The children could then display their findings by marking constellations on black paper with gold stars.

Encourage the children to go out into their yards at night to see if they can find the North Star and some of the constellations in the sky. Suggest to the children that their parents might help them with this.

Looking at How a Compass Works. Ask several children in the group to bring compasses from home, or purchase several simple compasses for the children's use. Let the children examine the compasses and observe how they work. Encourage them to walk around with the compasses and see what happens to the needle when they change direction.

Let the children discuss their observations about the compass and how they think a compass could be used effectively on a hike. If anyone in the class or an older student has been trained how to use a compass properly, have this child give a demonstration and an explanatory talk.

Studying Rocks and Fossils. Ask if any children in the group have any interesting rocks or fossils at home that they could bring in. Let the others discuss and examine these materials.

Have a discussion with the children about fossils — what they are, how they were formed, and what they tell us about the past. If the children are new to this subject you could read them an introductory book such as *Fossils Tell of Long Ago* by Alike (Thomas Y. Crowell).

If the rocks brought in are not identified and labeled, have the children look them up in rock identification books.

You may wish to arrange to take the children on a rock and fossil hunting trip. Rock quarries, sand and gravel pits, stream beds, beaches, and cuts made for road construction are all good places to look. If there is a rock club in your area, you could contact one of the members for suggestions as to where to take the children. You may even get a guide for the group this way.

When you get back to the classroom, have the children clean up the specimens. Then have them identify the rocks and fossils with the aid of reference books and arrange a labeled display.

Growing Crystals. Prepare a container of hot water and add to it as much salt as will dissolve in it. Similar containers with solutions of alum, sugar, borax crystals, Epsom salts, or copper sulfate can also be made up. Into each container hang a weighted string. Set the containers in a warm spot for several days.

Then have the children examine the crystals that begin to form on the string. Have them look at the crystals with the magnifying glass to see what shapes they are. What colors are they? Have the children record their observations on a chart.

Visiting a Museum. Take the children to a nearby museum to see the rock and mineral, fossil, and astronomy displays. It is best if you arrange to have a guide from the museum take the children around and explain the various displays to them.

Book Center

Blair, Ruth. Van Ness. *Mary's Monster*. Coward, McCann, & Geoghegan.

The true story of a girl who finds skeletons of prehistoric creatures.

Budbill, David. *Snowshoe Trek to Otter River*. Dial.

Daniel and Seth survive the perils of a wilderness adventure.

Fachlam, Margery. *Frozen Snakes and Dinosaur Bones: Exploring a Natural History Museum*. Harcourt, Brace, Jovanovich.

Klaits, Varrie. *When You Find a Rock: A Field Guide*. Macmillan.

Film Center

Stars-Part 1. 7 mins., Moreland Latchford.

Rocks: Where They Come From. 10½ mins. 1486 Coronet.

The Stars at Night. 10½ mins. 1634 Coronet.

What Do We See in the Sky? 10 mins. 1097 Coronet.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using synonyms

— Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using definition clues

Recognizing and identifying final consonant clusters *tch*, *ft*, *sk*

— Recognizing and identifying the phoneme-grapheme correspondences /oi/**oy**, /oi/**oi**

Recognizing and identifying the phoneme-grapheme correspondences /o/**au**, /o/**aw**

Recognizing and identifying possessive forms with 's, s'

— Recognizing and identifying verb endings *s*, *es*, *ed*, *ing*

— *Recognizing and identifying words, using graphemic base *able*

- Dividing words into syllables
- Recognizing and identifying phoneme-grapheme correspondences and graphemic bases
- spell words
- Observing the spelling of useful words
- Observing the spelling of spelling words

**Introduction to new element*

Materials Needed

- Two sets of cards numbered 1-12 for each pupil
- A Yes card and a No card for each pupil
- Lined worksheets for the exercise on inflectional endings and for spelling exercises and dictation
- Spelling notebooks

Word Meaning

New Words: gorge, desert, compass, expedition, able, radio, prospecting, equipment, shovel, canteens, pointed, ridge, rough, Devil's Creek, outlaws, caused, indeed, almost exhausted, energy, prospectors, couple, bedrock, covered, gravel, swirled, echoed, crevasse, bearded, pieces, stumbled, broken, interested, fossils

Decodable Words: Randy, tiptoed, matches, fairly, wide awake

Enrichment Words: avalanche, buried, since, shone, scattered, iron pyrite, underneath, flatten, wolf, wolves, tearing, total, Professor Quinn, university

Give each pupil a set of cards numbered 1-12. Place the following on the board:

_____ shovel	1. pep
_____ almost	2. bits
_____ exhausted	3. pair
_____ energy	4. nearly
_____ couple	5. spade
_____ crevasse	6. valley
_____ pieces	7. tired
_____ stumble	8. heavy
_____ gorge	9. trip
	10. suit
	11. crack
	12. pour

Point to a word in the left-hand column and have it read. Ask the pupils to find in the right-hand column a word that has the same, or almost the same meaning and hold up the card with the number of that word on it. When the synonym has been located, write its number beside the first word and have both words read aloud.

Proceed in the same manner with the other words. When all the synonyms have been identified, have some pairs of words used in sentences to show their similar meanings.

Give each pupil a set of cards numbered 1-12. Put the following words on the chalkboard:

1. compass
2. able
3. radio
4. prospecting
5. pointed
6. rough
7. outlaws
8. indeed
9. covered
10. gravel
11. broken
12. interested

Recognizing and identifying new words, using synonyms

Recognizing and identifying new words, using context clues

Read the following sentences, making a marked pause where a word has been left out. Each time, ask the pupils to find on the board a word that will make sense in the sentence and hold up the card with the number of that word on it. When a word has been selected, read the sentence with the word in it, as the pupils listen to be sure the selected word belongs in the sentence.

The boys were _____ for gold.
 He was so tired, he was hardly _____ to climb the hill.
 A band of _____ stole the prospector's gold.
 They used a _____ to keep them on their course.
 The gold was _____ up with gravel and sand.
 Are you _____ in fossils?
 We listened to the weather report on the _____.
 The steep slope and the heat made the climb a _____ one.
 Dad put fresh _____ on the driveway.
 He _____ to the path they were to follow.
 When the rock was _____ open, they found a fossil in it.
 That was a lucky find _____!

Have the pupils retain their sets of numbered cards. Put the following words on the board:

1. desert
2. expedition
3. equipment
4. canteen
5. ridge
6. caused
7. bedrock
8. swirled
9. echo
10. bearded
11. fossils
12. Devil's Creek

Read each definition below. Each time have the pupils find on the board the word that is being defined and hold up the card with the number of the word on it.

This means "made to happen."
 This is a container for carrying water or other drinks.
 This is a stretch of land without trees or water.
 This means "to sound again."
 This is a long, narrow chain of hills or mountains.
 This is a journey for a special purpose, such as discovering or collecting things.
 This means "having whiskers."
 This means all the tools and other things needed for a special purpose.
 This is the solid rock under the loose rocks and soil.
 This is the stream that flowed through Dead Man's Gorge.
 These are the hardened remains or trace of an animal or plant of long ago.
 This means "to move along with a twisting motion; to whirl."

When all the words have been identified, have some of them used in oral sentences.

Write *shovel*, *rough*, *couple* on the board and have them pronounced. Call attention to the unexpected aspects of each word: *shovel* — the *o* standing for the unglided /u/ sound; *rough* — the *ou* standing for the unglided /u/ sound and the *gh* standing for the /f/ sound; *couple* — the *ou* standing for the unglided /u/ sound.

Phonemic Analysis

Place these words on the board:

match

left

ask

Have each word pronounced and the consonant cluster at the end identified by spelling and then circled.

Put the following words on the board:

lift	stretch	husk
watch	dusk	catch
task	drift	risk
raft	stitch	loft

Call upon pupils to read each word and identify the final consonant cluster by spelling.

Write *boy* and *oil* on the board. Have the words pronounced and the letters that stand for the vowel sound identified. Recall that *oi* and *oy* usually stand for the same vowel sound. Place these words on the board as examples. Have each one pronounced and the letters that stand for the vowel sound identified by spelling.

enjoy	toy	soy	point
boiler	join	noise	voice

Let the pupils try using their knowledge of these correspondences to decode the following unfamiliar words:

destroy	joint
royal	coin
employ	rejoice

Write the following sentences on the board. As each word is identified, have the pupils tell which sentence it belongs. Write the word in the sentence, and ask a pupil to read the completed sentence as the others listen to be sure the word makes sense in it.

1. Farmers _____ when rain falls on their crops.
2. Princes and princesses are _____ people.
3. Be careful not to _____ your new toys.
4. A dime is a _____. So is a quarter.
5. How many people does that store _____?
6. I hurt the first _____ of my finger when I tried to catch that fast ball.

Write *cause* and *paw* on the board. Have the words pronounced and the letters that stand for the vowel sound identified and circled. Note that both spellings stand for the same sound and recall that *au* and *aw* stand for the unglided /o/ sound in quite a number of words.

Print *au*, *aw*, and *different spellings* on the board as headings, and write the following words on another part of the board:

clawed	exhausted	straw
caught	prospector	hawk
almost	fossils	taught

Give each pupil a Yes card and a No card. Point to a word on the board. Ask the pupils to think, but not say, how the word is pronounced and locate the letter or letters that stand for the unglided /o/ sound. If the sound is represented by *au* or *aw*, they are to raise the Yes card. If the sound is represented by any other letter or letters, they are to raise their No card.

When the cards have gone up, ask a pupil to pronounce the word and identify the letter or letters that stand for the unglided /o/ sound. Then write the word under the appropriate heading on the board.

Continue in the same manner with the other words. When all the words have been allocated, have the words under each heading read again, to be sure all the words have been listed correctly.

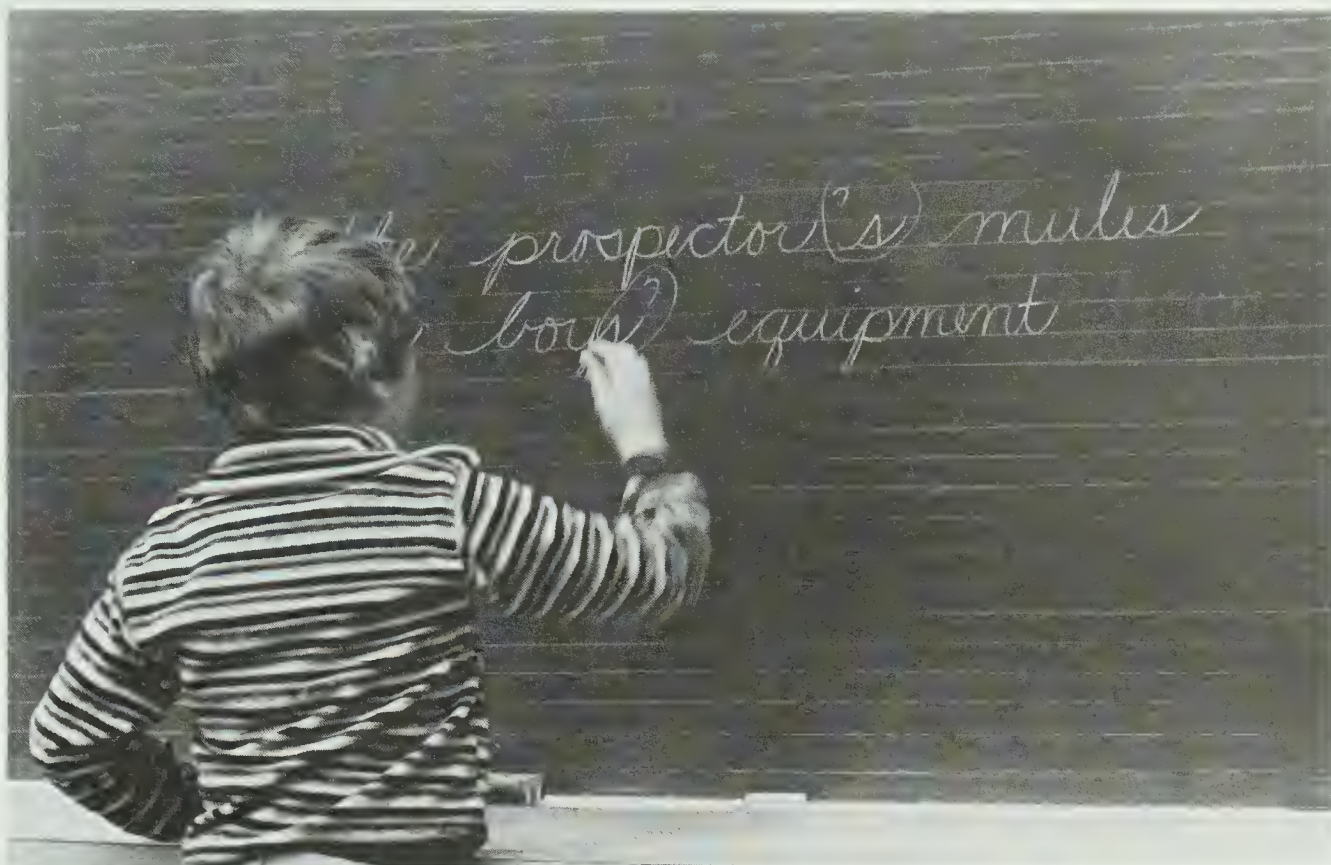
Structural Analysis

Recall with the pupils that possessive forms are usually made by adding 's to words not ending in s and adding just the apostrophe to words that do end in s. Demonstrate with *the prospector's mules* and *the boys' equipment*. Place the two phrases on the board and have the 's and the s' circled.

Recognizing and
identifying
correspondences
/oi/oy, /oi/oi

Recognizing and
identifying
correspondences
/o/au, /o/aw

Recognizing and
identifying possessive
forms



Put the following phrases on the board and call on pupils to add what is necessary to indicate possession.

the sun_____ hot rays
the ridge_____ steep slope
the ghosts_____ howls

the outlaws_____ gunfight
the rocks_____ green streaks
the creek_____ course

Then ask the children to reword the following phrases to show possession.

the rock collection of Dad
the maps of Randy
the owners of the dogs

the heavy breathing of the mules
the packsacks of the girls
the howls of the hungry wolves

Distribute lined worksheets to the pupils. Put the following on the board:

Add *s* or *es* to:

point
suppose
reach
dry

Add *ed* to:

cause
worry
exhaust
echo

Add *ing* to:

swirl
interest
carry
stumble

Ask the pupils to add the ending at the top of each column to the words in the column and write the words with the endings on their worksheets. When they have finished, have some of the affixed words used in oral sentences.

Write *able* on the board and list below it in a column the following:

able
cable
fable
gable
sable
table
stable

Have the words read and the part that is the same in all the words underlined. If there are some words, such as *gable* and *sable*, that may not be known to the pupils, locate them in a junior dictionary and read the definitions to the pupils. Have some of the more familiar words used in oral sentences.

Reading in context
words formed on
graphemic bases

Put the following key words on the board and have them read: *able, boat, pet, fish, cage, like, bear, felt, oil.*

Place these sentences on the board:

I like the fable about the dog and his shadow.

There are some oats for the horse in the stable.

I set the table and wash the dishes.

Grandma showed me how to knit a cable stitch.

Mike gave us some pears.

Dad likes melted butter on his boiled eggs.

Point to the sentences in random order and call upon a pupil to read the designated sentence aloud. Continue until each pupil has had at least one turn. If a pupil stumbles over a word, refer her or him to the key word involved.

Syllabication

Dividing words into
syllables

Place the following words on the board:

outlaw	gorge	underneath	fossil	dinnertime
nuggets	echo	prospect	couple	father
compass	tiptoe	afternoon	sample	canteen

Point to words in random order. Each time, ask a pupil to pronounce the word, indicate where it should be divided into syllables, and explain why it should be divided in that way. (If the words have two- or three-letter medial consonant clusters, medial digraphs, or are two- or three-syllable compounds, except the two one-syllable words *gorge* and *ridge* which cannot be divided.)

Spelling

Spelling words formed
on graphemic base
able

Write *able* on the board and have it pronounced. Call attention to the fact that the last two letters are *le*, though the word is pronounced as if the spelling were *el*. Dictate the following words for the pupils to write on their worksheets. The words may be presented in sentences such as:

Please read the fable about the greedy cow.	fable
The horses were in the stable.	stable
Set the dishes on the kitchen table.	table
We sent a cable to friends across the sea.	cable

Now ask the pupils to write *able* on their worksheets and then write the following words as you indicate the initial consonant each time.

able → gable → sable → table

Spelling useful words:
indeed, almost

Write *indeed* and *almost* on the board and have them pronounced. Call attention to the double e in *indeed*; to a standing for the unglided /o/ sound before l, and the fact that there is just one l, although the first syllable is pronounced as *all*, in *almost*. Ask pupils to use each word in oral sentences, then have them enter the words in the list of useful words in their spelling notebooks.

Spelling words: cover,
echo, piece

Write *cover*, *echo*, and *piece* on the board and have them pronounced. Discuss the spelling of each word. Call attention to the o standing for the unglided /u/ sound in *cover*; the e standing for the /k/ sound and the final o standing for the glided /ō/ sound in *echo*; and the c standing for the glided /ē/ sound and the c representing the /s/ sound before e in *piece*.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have them enter the words in their spelling notebooks.

Erase the words from the board. Dictate the following words in sentences such as the following:

Do you cover the budgie's cage at night? cover

If you shout in a tunnel, you'll hear your echo. echo
Tina would like another piece of pie. piece

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. Remind the pupils to review their lists of difficult words often.

LANGUAGE DEVELOPMENT

Objectives

Recognizing, identifying and producing exclamatory sentences and phrases

Recognizing, identifying and producing command sentences

Recognizing, identifying and using capitalization

Recognizing, identifying and producing complex sentence patterns using the connectives *if, when, as, until, while, after, and before*

Recognizing, identifying, and producing variation in sentence patterns

Recognizing, identifying, and using present tenses *has* and *have*

Recognizing, identifying, and using irregular past tenses *sent, took, threw, shone, slid, heard, began, broke, and kept*

Recognizing, identifying, and using adverbs

Recognizing, identifying, and using homonyms

Materials Needed

The readers

Capital Letters chart

Lined paper for each child in the group

Colored chalks

Chart paper

Sentence Awareness

Have the pupils turn to page 69 of the story and read the last three paragraphs. Then direct attention to the fourth line from the bottom of the page.

"What mark do you see at the end of this line?"

"How do you suppose Randy felt as he said this line? Read the line the way the exclamation point tells you to read."

Ask the children to turn to page 70 and read the sixth line from the bottom.

"How do you think Mike felt as he said these words? What mark helps you to understand how Mike felt? Read the words the way you think Mike said them."

Have the pupils find and read other exclamatory sentences and phrases in the story.

Have the children turn again to page 70 and find the sentence: "*Let me sleep.*" Elicit that this kind of sentence is called a command sentence and recall with the group that a command sentence tells or commands someone to do something.

Have the children locate and read other command sentences in the story.

Display the Capital Letters chart made in the lesson for "Fish Head" in the Teacher's Guide for *Mr. Mugs Is Kidnapped*. Briefly review the uses of capitalization listed on the chart.

Ask the pupils to turn to page 64 in their readers and have them locate capitalized words in the text. Elicit that capitalization occurs in the words that make up the title and subtitle of the story; at the beginning of each sentence; at the beginning of the names *Randy, Mike, and Grandpa*; in the words *North Star* and *TV*.

Have the children refer to the chart to find out whether each example of capitalization discovered in the text is listed there. Add any uses of capitalization not listed.

Have the children look through the story to find further examples of capitalization — names of places on page 65; the name *Dad* on page 66; names of animals on page 77; the name *Professor Quinn* on page 78. Briefly discuss the reason for the capitalization of these words.

Sentence Building

Recognizing,
identifying, and
producing command
sentences and
exclamatory sentences

Print the following sentences on the chalkboard and have the children read them silently and aloud. Have the pupils tell which sentences are exclamatory sentences and which are command sentences. Then have them take turns punctuating the sentences.

1. Put the food away
2. Ouch that hurts
3. Pick up the shovel, Randy
4. Here comes that big bear
5. I'm so frightened, Mike
6. Bring me that rock
7. Gather up the equipment carefully
8. This is the most fun we've ever had

After the exercise is finished, have the pupils compose two exclamatory sentences and two command sentences of their own and print them on their lined papers. Then have them take turns reading their sentences aloud.

Recognizing,
identifying, and
producing complex
sentence patterns
using the connectives
if, when, as, until, while,
after, and before

Print the following exercise on the chalkboard. Have the pupils read each pair of sentences and the connectives that follow.

Direct the children to connect each pair of sentences, after selecting the most suitable joining word. Give whatever guidance is necessary to have them form the complex sentence. Print the newly formed sentence on the chalkboard under or beside the original one, as it is given by the children. Then have the group note what changes occurred in punctuation, capitalization, and wording.

1. Mike whispered. They tiptoed out to the lawn. *if as which*
2. Everybody will be surprised. We come home rich. *when before*
3. We'll go through the valley. We reach Devil's Creek. *while until and*
4. The boys started digging. They found the old stream bed. *as when*
5. Randy kept swirling the pan. He saw something shining at the bottom. *before when until*
6. Mike tripped and fell. He was running on the rocks. *after before as*
7. The boys filled their packs with equipment. They went on the expedition. *before while after*
8. We will have our picnic. It stops raining. *before if until*

Recognizing,
identifying, and
producing variation in
sentence patterns

Print the following sentences on the chalkboard and have the pupils read them silently.

1. There's the North Star, Randy.
2. Soon we will find the gold.
3. When the sun came out, the boys went down to the creek.
4. You build a fire and I'll put up the tent.
5. At last the sounds stopped.
6. "Let's get some sleep," said Randy.
7. They stood there with their mouths open and their knees shaking.
8. Beside the stream there was a donkey.

Have the pupils read each sentence aloud and then formulate a new one by rearranging the words. Print the new sentence on the chalkboard beside or under the original one. Ask a child to read the new sentence aloud, while the others follow along to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new one.

If preferred, have the pupils print the three or four sentences on their papers.

Recognizing,
identifying, and using
present tenses has and
have

Print the following exercise on the chalkboard. Have the pupils take turns reading each sentence aloud, inserting the correct word in the blank space. Print the correct word in the space and have the completed sentence read again.

has have

1. Mike and Randy _____ some heavy packs.
2. Mike _____ a shovel.
3. We _____ seen the donkeys.
4. They _____ some fool's gold in the pan.
5. A big animal _____ been near the tent.
6. I _____ a new compass.
7. Do you still _____ those pretty green rocks?
8. Yes, we _____ the rocks.

After the exercise is finished, have the pupils compose sentences of their own, using the words *has* and *have*.

Recognizing,
identifying, and using
regular past tenses
sent, took, threw,
shone, slid, heard,
began, broke, and
kept

Print the following exercise on the chalkboard. Have the pupils read each sentence and the words at the end. Then direct them to select the word that correctly completes the sentence. Print the correct word in the blank space, or have a child do so, and then have the completed sentence read again. If preferred, the exercise may also be done orally with the children.

1. Grandpa _____ a book to Randy and Mike. send sent
2. Randy _____ out the map and compass. take took
3. Mike _____ down his pack. throw threw
4. The sun _____ on the two prospectors. shone shine
5. Yesterday the children _____ down the snowy hill. slid slide
6. We _____ a funny noise in the woods. hearing heard
7. Mary and Marty _____ their homework after supper. began
begin
8. Last week Jane _____ a dish. break broke broken
9. Mary _____ the spider for a long time. keep kept

After the exercise is finished, have the pupils use some of the verbs to compose sentences of their own, orally.

Recognizing,
identifying, and using
adverbs

Print the following exercise on the chalkboard. Have the children read silently the words at the top and each sentence below. Then have the children take turns completing the sentences orally, using one or more of the listed adverbs each time. Let the children discuss reasons for their choices.

excitedly carefully heavily slowly badly quietly

1. Mike spoke _____ when he saw the gold.
2. Randy checked the map _____.
3. The big animal was breathing _____.
4. The old prospector moved _____ around the rocks.
5. Chris felt _____ because she was cross with her sister.
6. Mike tiptoed _____ into the room.
7. The puppy jumped up and down _____.
8. John ate his lunch _____.
9. When the truck was full of rocks, it moved away _____ and _____.
10. The children worked _____ and _____ in the library.
11. Jane cut her leg _____ because she wasn't careful walking on the rocks.

Recognizing,
identifying, and using
capitalization

Print the following sentences on the chalkboard and have the children read them silently and aloud. Direct the pupils to copy the sentences on their papers, adding the necessary capitalization as they do so. Then have the children insert the capitalization on the chalkboard and have the sentences read again.

1. randy and mike walked across the desert.
2. they followed the north star and the big dipper.
3. the children read part three of the story called looking for gold.
4. tonight grandpa and dad will watch tv.
5. jodi and kate went camping at rocky creek.
6. the boys showed the rocks to professor quinn and doctor hunt at the university.

7. foo foo and tah tah are teddy bears.
8. mr. peters took the train to montreal and halifax.
9. the browns are moving to queen st.

Homonyms

Recognizing,
identifying, and using
homonyms

Print the following exercise on the chalkboard, or print three or four copies on chart paper and give one to each small group.

1. The sun was so hot that it melted the ice. sew
2. Do you want the blue paint or the green paint? oar
3. The deer was walking in the woods. dear
4. We saw the snake over there. their
5. Jan went to the store. two
6. Here comes the train! hear
7. Randy checked the map to make sure he was going the right way.
write
8. Mike headed straight for the bend. four

Have the children read each sentence and note the underlined word. Elicit that the second underlined word sounds the same as the first underlined word but has a different meaning and is spelled differently. Direct the children to compose a sentence using the second underlined word given in each example of homonyms and print it on their lined papers. Then have the pupils take turns reading their sentences aloud, while the others listen to be sure they have used the underlined words correctly.

WRITING

Objectives

Learning to write the letter s
Developing adventure story cooperatively
Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebooks
Lined paper and/or notebooks for personal writing
Personal Journals or diaries

Handwriting

Learning to write the
letter s

Teach the pupils how to write the lower-case form of the letter s, following the procedure established in the first two lessons for *Mr. Mugs Is Kidnapped*.



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations and words.

sa

ts

stop

si

ts

soap

su

gs

was

so

ps

wrap

as

us

dust

is

sit

stars

When the pupils can write the foregoing combinations and words correctly and easily, have them practice the combination and words below.

ov post

Directed Writing

developing adventure
story cooperatively

Have the pupils speculate on other places that Randy and Mike might go to have an adventure. Then ask the children to select one of their adventure ideas and develop the beginning and body of a story cooperatively on the chalkboard. Elicit that the story should answer the questions:

- Who is in the story?
- What is the adventure?
- Where does the adventure happen?
- What is exciting or dangerous about it?
- How does the story end?

A sample adventure story might begin as follows:

For many weeks, Randy and Mike had wanted to go on a canoe trip. Finally Grandpa said he would take them on the next school holiday. One bright morning, they put the canoe on top of Grandpa's car, packed some equipment, and drove to Hog Lake. By the time they got there the bright, sunny day had changed to a gray, cloudy day.

With the group, discuss some possible story developments and decide upon the events to include in the story. Have the pupils check to be sure that the first four questions above have been answered in the story. After the main part of the story has been developed, talk about some possible story endings with the children.

Creative Writing

Direct the pupils to copy the main part of the adventure story from the chalkboard and encourage them to compose their own ending. Elicit that the story ending should make sense with what has happened in the rest of the story.

Recall the reader selection and suggest to the pupils that the story might have stopped at the boys' frightening night outdoors. Have them consider the following questions and then write a different ending.

- What other explanation might there be for the sounds the boys heard that night?
- What other people or animals might the boys have met?
- What might have happened when the boys got home?

After the children have written their story endings, have them share and discuss them. Some of the pupils may wish to use the following story starters for further writing.

- A Treasure Map
- Pirates' Gold
- The Ghost and the Gold

Encourage the pupils to make diary entries if they wish to do so, or compose diary entries that Randy or Mike might have made.

INDEPENDENT ACTIVITIES

- See the **Mr. Mugs Book**
- See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

- Recognizing and identifying new words
- Recognizing and identifying plural forms with *s*, *es*; possessive forms with *'s*, *s'*
- Recognizing syllables in words with medial digraphs, medial 2- and 3-letter clusters, and 2- and 3-syllable compound words

Decoding Skills: Word
Meaning

Objective

Recognizing and identifying new words

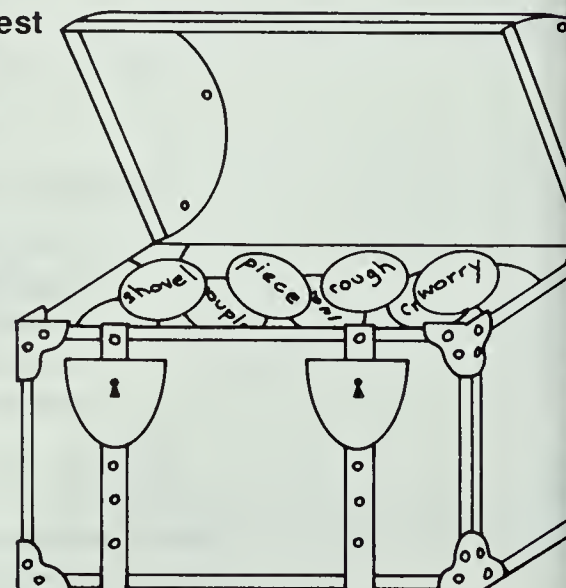
Number of Players

Two to Four

Materials Needed

- One "Treasure Chest" box or tin
- Set of coin-shaped cards with words such as: *shovel*, *rough*, *couple*, *echoed*, *crevasse*, *pieces*, *worry*

Treasure Chest



Procedure

Each player takes a turn drawing a word from the chest. The player reads the word and uses it in a sentence. If both the reading and the sentence are correct, the player gets to keep the "coin." The player with the most coins at the end of the game is the winner.

Decoding Skills:
Structural Analysis

Objective

Recognizing and identifying plural forms with *s*, *es*; possessives with *'s*, *s'*

Number of Players

One or more

Materials Needed

A set of "Snaky S" boards containing phrases such as: three boy_____, Mary_____, hat, the girl_____, homes, five penny_____

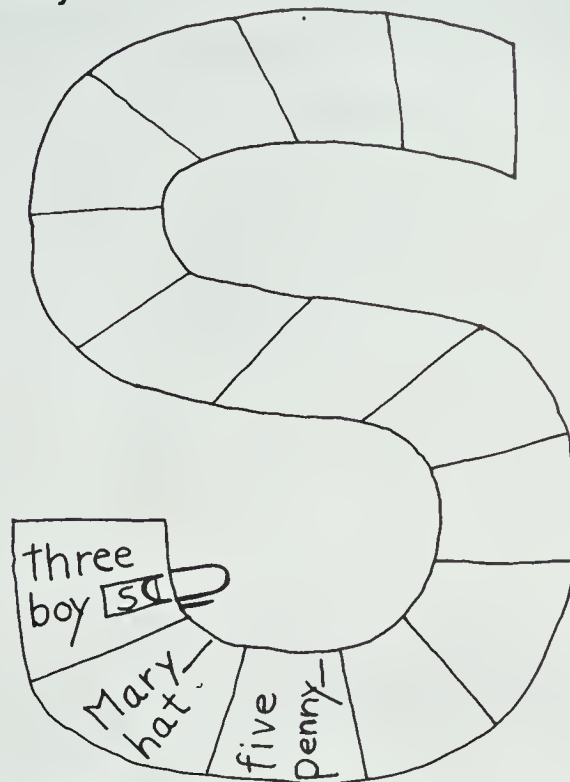
A set of small tags marked *'s*, *s'*, *s*, *ies*, *es*

Paper clips

Procedure

The player attaches the correct plural or possessive form to each square.

Snaky S



Chopping Logs

Decoding Skills:
Syllabication

Objective

Recognizing syllables in words

Number of Players

Two

Materials Needed

One "Chopping Logs" board

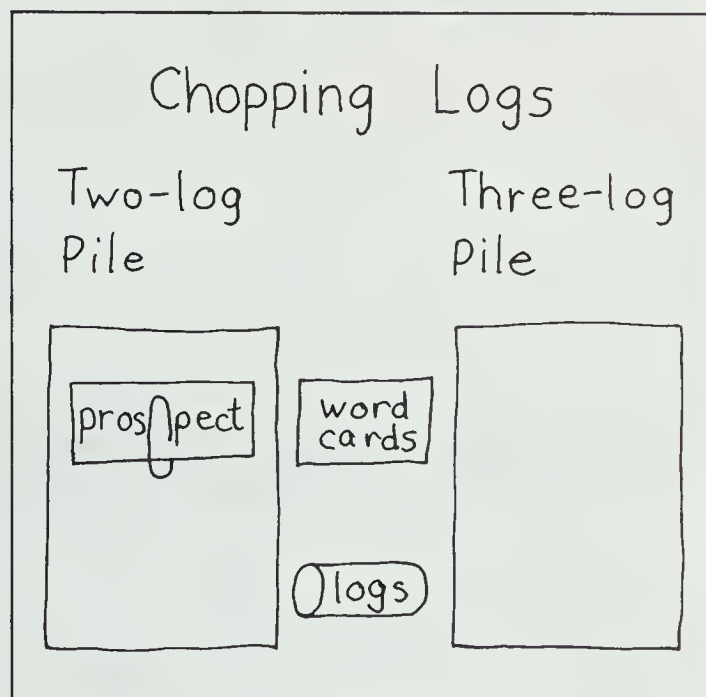
A set of cards with words such as: dragonfly, prospectors, compass, cornfield, rumble, turtle, sample, pitcher, giggle, trickle, marble, neighborhood, toothpick, gravel, compass

A set of log-shaped cards

Paper clips or hair pins

Procedure

Each player in turn takes a word card and indicates where the word is divided into syllables by placing a clip or pin in the appropriate spot. If the player divides the word correctly, it is then placed in the appropriate log pile and the player takes a log-shaped card. If the word is not divided correctly, the player loses a turn. The player with the most log-shaped cards at the end of the game is the winner.



Review: Evaluation

COMPREHENSION

Recalling details of stories
Following directions
Classifying words and phrases
Comparing stories

INTEGRATIVE OPTIONS

DECODING SKILLS

Reviewing new words
Reviewing phoneme-grapheme correspondences /oi/oi, /oi/oy /r/wr
Reviewing suffixes and root words
Reviewing dividing of words into syllables
Reviewing spelling words using graphemic bases
Reviewing the spelling of spelling words

LANGUAGE DEVELOPMENT

Discriminating between complete and incomplete sentences
Recognizing and identifying complete sentences: matching sentence beginnings and endings
Punctuating sentences

WRITING

Reviewing letters: practicing phrase and formations
Proofreading stories
Sharing writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters* / *Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying words formed on graphemic bases ear, able, oil, umble, oy
Recognizing and identifying spelling words

Literary Appreciation**

Comparing stories

Listening**

Listening to identify phoneme-grapheme correspondences /oi/oi, /oi/oy, /r/wr

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Recalling details of stories
Following directions
Classifying words and phrases
Comparing stories

Developing Comprehension, Research, and Listening Skills Review

Recalling details of stories

Literal Comprehension. To check the recall of story characters and events, distribute copies of the exercise below. Ask the children to read the sentences and to write the name of the character after the sentence that tells about him or her.

Mr. Scrunch	Ira
Main John	Randy and Mike
Marty	William Tell

1. He was the strongest lumberjack in the woods.
2. He didn't know whether he should take his teddy bear over with him to sleep at his friend's house.
3. She said, "I hate you!" to her mother and was very sad afterwards.
4. He became rich by inventing things.
5. After a very exciting expedition prospecting for gold, they found out that they could make more money hunting for fossils.
6. He led his people in their fight against tyrants.
7. He showed that little boys can be as brave as grownups.

Following directions

Literal Comprehension. This exercise may be printed on the chalkboard or duplicated to be done as seatwork. The children are to read the directions and do as two or three of them say.

1. Make a picture of Mr. Scrunch in his self-rocking rocking chair.
2. Make a picture of Ira and Tah Tah.
3. Make a picture of William Tell rowing the boat with Gessler and his men.
4. Make a picture of Marty and her mother cooking pancakes.
5. Make a picture of the Main John eating a giant stack of pancakes.
6. Make a picture of Mike and Randy panning for gold.

Classifying words and phrases

Critical Comprehension. Write the following words and phrases on the chalkboard. Ask pupils to read each phrase and tell under which heading it belongs.

Who?	What?	Where?	When?	Why?
an ax	his village neighbors			an apple
his best friend	to fight for freedom			in his room
below the bed	outside the door			not long ago
all these years	because he was afraid			stilts
the other side	in the middle of the night			their father
the old man	across Switzerland			gold lumps
in a few hours	because they found fossils			at that time

Comparing stories

Creative Comprehension. Discuss the stories in this reader to help the children see relationships among them. It may be well for the children to turn to the table of contents so that they will have the titles of the stories in the book before them. Help children compare story themes, characters, and situations by such questions as the following:

1. Which stories took place long ago?
2. Which stories could take place nowadays?

3. Which stories are make-believe?
4. Which stories are funny?
5. In which stories do people show bravery?
6. How were William Tell and the Main John alike?
7. How were Mike and Randy and the old prospector alike?
8. How were Reggie and Ira alike?
9. Which story did you like best? Why?

DECODING SKILLS

Objectives

Reviewing new words, using sight
 Reviewing new words, using synonyms and antonyms
 Reviewing new words, using context clues
 Reviewing new words, using definition clues
 Reviewing new words, using classification
 Reviewing the phoneme-grapheme correspondences /oi/**oi**, /oi/**oy**, /r/**wr**
 Reviewing suffixes and root words
 Reviewing dividing of words into syllables
 Reviewing phoneme-grapheme correspondences and graphemic bases to spell words
 Reviewing the spelling of spelling words

Materials Needed

Duplicated worksheets for the exercise on word recognition by sight
 An S card and an A card for each pupil
 A set of cards numbered 1-10 for each pupil
 Lined worksheets or duplicated worksheets for the exercise on syllabication
 Lined worksheets for spelling dictation
 Spelling notebooks

Word Meaning Review

*Reviewing new words,
using sight*

Duplicate the worksheet below, omitting the stars, and distribute copies to the pupils. Direct the pupils to underline the word that you read in each row across. Words to be read are starred.

1. promise	poured	practically	probably*	prospector
2. teething	teddy	tremendous*	trouble	toothpick
3. almost*	already	automatic	amount	affection
4. match	machine*	murmured	manage	moment
5. compass	caused	comfortable	canteen	collection*
6. fossil	labels	Fredericton	ferns	famous*
7. weather	vapor	worthwhile	worry*	wrestling
8. equipment	expect	expedition*	echo	exhausted
9. damage	desert*	Devil's Creek	dew	drawer
10. inventor	indeed	interested*	Ira	invention
11. broken*	Belle	bearded	batter	bedrock
12. swatter	suit	smokestack	soil	suppose*

*Reviewing new words,
using synonyms and
antonyms*

Elicit from the pupils what synonyms and antonyms are. Give each pupil an S card and an A card. Place the following pairs of words on the board:

damage _____ harm	desert _____ jungle
enjoy _____ dislike	interested _____ bored

heavy _____ light
pasture _____ field
roost _____ perch
rough _____ smooth
soil _____ dirt

broken _____ mended
affection _____ love
creek _____ stream
worthwhile _____ worthless
enjoy _____ like

Pronounce each pair of words. If the pupils think both words have the same, or nearly the same meaning, they are to hold up their S cards. If they think the two words have opposite meanings, they are to raise their A cards. When the decision has been made, put S or A on the line between the words. When the exercise is finished, have some of the word pairs used in oral sentences to show their similar or opposite meanings.

Give each pupil a set of cards numbered 1-10. Put the following words and sentences on the board:

1. almost
2. weather
3. shovel
4. pieces
5. crumbled
6. trouble
7. caused
8. couple
9. inventor
10. exhausted

Ted ate two _____ of cake.
Heavy rain _____ the road to cave in.
The _____ thought of a new machine for washing cars.
Will you please _____ the snow off the sidewalk?
The girl _____ her slice of bread into small pieces.
We have saved _____ enough money to buy a bike.
In the hot _____ I drink lots of cold pop.
The girls were _____ after their long hike.
I'll be ready in a _____ of minutes.
That child is always getting into _____.

Point to a sentence and ask the pupils to read it to themselves. They are then to find on the board a word that will make sense in the sentence and hold up the card with the number of that word on it. When a word has been selected, write it in the blank and have the sentence read aloud, to make sure the word makes sense in it.

Follow this procedure with all the sentences. Then have some of the sentences read again and elicit from the pupils the word or words in each sentence that helped them to know which word to select to fill the blank.

Have the pupils retain their sets of numbered cards. Put the following words on the board:

1. suit
2. tremendous
3. murmured
4. compass
5. shoulder
6. energy
7. seconds
8. famous
9. vanished
10. laundry

Read the following definitions. Each time, ask the pupils to find on the board the word that is being defined and hold up the card with the number of the word on it.

Spoke in a very low voice.
Disappeared.

The part of the body to which the arm is attached.
 Strength; pep.
 Please; satisfy.
 A short space of time. There are 60 of these in a minute.
 Clothes and other things to be washed.
 Very big; enormous.
 Very well known.
 An instrument for showing direction. It has a needle which always points to north.

Reviewing new words,
 using classification

Write on the board as headings, *Land*, *Feelings*, and *Expedition*. Explain that you are going to read some words. Some will name things that have to do with the land — for example *mountains*. Some will have to do with feelings, and some will name things you would take on an expedition to search for gold. If a word tells about the land, the pupils are to raise their right hands. If a word tells about feelings, they are to raise their left hands. If a word names something for an expedition, they are to raise both hands.

Read the following words. As each one is classified, write it on the board under the appropriate heading.

affection	gravel	forest	comfortable
crevasse	suit	tent	bedrock
canteens	radio	worry	exhausted
interested	map	creek	compass
equipment	gorge	pans	desert

Phonemic Analysis Review

Reviewing
 correspondences
 /oi/oy, /oi/oi

Write *boy* and *oil* on the board. Have the words pronounced and the letters that stand for the vowel sound identified in each word. Note that *oy* and *oi* usually stand for the same sound. Place the following sentences on the board:

1. The little boy enjoys playing with his toys.
2. Roy pointed to the broken boiler.
3. "That's making a funny noise," he said in a loud voice.
4. The royal prince's picture was on the coin.
5. Are you going to join the club?

Have each sentence read aloud. Then invite pupils to come up and draw a line under every word in which the vowel sound as in *boy* is heard. Ask other pupils to come up and circle the letters that stand for the /oi/ sound in each underlined word.

Reviewing
 correspondence
 /r/wr

Put the word *write* on the board. Have the word pronounced and the initial digraph identified. Point out that this digraph is tricky, since the sound *w* usually stands for is not heard.

Place the following words on the board:

wren	wrong	rest	want	write
word	wrote	wrestle	wish	ring

Point to words at random fairly quickly. The pupils are to think to themselves how each word is pronounced. If a word begins with *wr* standing for the /r/ sound, they are to nod their heads. If a word begins in any other way, they are to shake their heads.

Write these words on the board and let volunteers try to pronounce them.

wrap	wreck	wrinkle	wrench	wrist
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Structural Analysis Review

Reviewing suffixes and
 root words

Write the following words on the board:

pointer	collection	happiest
heavily	beautiful	crumbly
mansion	discussion	thinnest

colorful	toothless	restless
potion	affection	prettier
famously	permission	dirty

Point to a word and call upon a pupil to identify the suffix by spelling, and to pronounce and spell the root word. Have some of the suffixed words used in oral sentences. It may be necessary to pronounce *discussion*, *mansion*, and *permission* for the pupils. In the case of the latter two words and the word *potion*, just have the pupils identify the suffixes without making an attempt to find and identify the root words.

Syllabication Review

Distribute lined worksheets to the pupils. Put the following words on the board:

canteen	ahead	housekeeper	decide	expect
poppies	father	untroubled	echo	butcher
shiny	discard	machinery	partly	suitcase

Ask the pupils to write the words on their worksheets, showing by diagonal strokes where the words should be divided into syllables. Demonstrate with *un/luck/y*. When they have finished, call upon pupils to explain why each word is divided as it is.

If preferred, this exercise may be done orally, or the word list could be on duplicated worksheets.

Spelling Review

Distribute lined worksheets to the pupils. Dictate the following words for the pupils to write on their worksheets. The words may be presented in sentences such as the following:

1. That woman over there is a famous artist. famous
2. Mike always has a chip on his shoulder. shoulder
3. This drawer is very hard to pull open. drawer
4. Why don't you pour maple syrup on your waffle? pour
5. If you'll wait a second, I'll go with you. second
6. That picture still doesn't suit me. suit
7. Drops of dew on the grass sparkled in the sunlight. dew
8. Grandma takes only a small amount of sugar in her tea. amount
9. Do you suppose Maria will come to the party? suppose
10. Dad promised to buy Jason a bike. promised
11. Jenny put a paper cover on her new book. cover
12. Our voices seemed to echo in the empty room. echo
13. Would you like another piece of toast? piece
14. Joe played happily with his toys. toys
15. The soil in our garden is good for growing roses. soil
16. Don't stumble over that tree root. stumble
17. We saw three bear cubs at the zoo. bear

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. If the word happens to be one that has already been listed, see that the pupil spends more time reviewing his or her difficult words.

LANGUAGE DEVELOPMENT

Objectives

Discriminating between complete and incomplete sentences

Recognizing and identifying complete sentences: matching sentence beginnings and endings

Punctuating sentences

Materials Needed

Duplicated worksheets
Lined paper for each child in the group
Colored chalks

*Discriminating between
complete and
incomplete sentences*

Sentence Building

Print the following complete and incomplete sentences on the chalkboard.

1. Randy put the canteens back inside his pack.
2. Their father.
3. When we come home rich.
4. The Main John chewed the log into toothpicks.
5. Came down to breakfast.

Ask a child to read the first sentence aloud while the others read it silently. Have the pupils decide whether the sentence is finished or unfinished. Encourage the children to explain their own words how they know whether the sentence is finished or unfinished.

Continue in a similar manner with the rest of the sentences on the chalkboard. Then have the pupils complete the unfinished sentences orally.

Print the following exercise on the chalkboard or duplicate copies and distribute them to the pupils.

*Recognizing and
identifying complete
sentences: matching
sentence beginnings
and endings*

- | I | II |
|----------------------------------|--|
| 1. Before anyone blinked an eye, | the top of the stairs. |
| 2. The rain | wants to know your teddy bear's name? |
| 3. What if Reggie | the Main John ate all the pancakes in the woods. |
| 4. Mary shouted the words from | rains down on the mountain. |
| 5. The inventor | decided to buy a quiet little farm. |

Refer to Part I and ask a child to read the first sentence beginning. Have the children look at the sentence endings in Part II to find the one that goes with the first sentence beginning. Then have another child read aloud the entire sentence as the others listen to be sure it is a complete sentence that makes sense. Print the correct number beside the sentence ending.

Work in the same manner with the other sentence beginnings and endings. If preferred, have the pupils print the complete sentences on their papers.

Punctuation

Punctuating sentences

Print the following sentences on the chalkboard and have the children add the necessary punctuation. If preferred, have the pupils copy the sentences on their papers, adding the punctuation as they do so. Give the pupils whatever guidance they need.

1. We've read books about inventors expeditions teddy bears water and loggers
2. Let's have pancakes Mother said
3. Reggie asked Do you like ghost stories
4. What a scary story
5. Curt didn't see Mike's new compass

WRITING

Objectives

Reviewing letters: practicing phrase and formations
Proofreading stories
Sharing writing

Materials Needed

Handwriting notebooks

Directed and personal writing selections

Lined paper and personal writing notebooks

Handwriting

Review the letters that have been taught so far: *c, a, d, g, q, o, i, t, u, w, j, p, r, and s*. Have the pupils write a line of each letter and check carefully to see whether they are making the formations correctly. If necessary, repeat the pertinent portions of the demonstration and practice procedure suggested at the beginning of the guidebook. This review may be divided into two or more short lessons, if preferred.

Have the pupils practice the following phrase.

dogs saw cats jog

These formations may be used for practice, if some pupils are having difficulty making them.

Column 1

uuuu

iiii

llll

jjjj

Column 2

jjjj

rrrr

ssss

jj

Column 3

or

word

ov

post

Provide extra practice for pupils having the following difficulties:

improperly closing the letters *a, d, g, q, o, p, and s*; for example

a

improperly closing the bottom loops in the letters *g* and *j*; for example

g

looping the non-looped letters *d* and *t*; for example

d

(Making a pause before retracing will help to avoid looping non-looped letters.)

using rounded strokes instead of straight strokes in the letters *q* and *p*; for example



dotting the letters *i* and *j*; crossing the letter *t*; for example



improperly forming end strokes in the letters *q*, *g*, *j*, and *p*; for example



Directed Writing

Proofreading stories

With the group, discuss the importance of reading over the stories the children have written to find errors and omissions. Direct them to select two or three stories or poems they have written recently, read them over carefully, make corrections under your guidance, and then rewrite the compositions if necessary.

Creative Writing

Sharing writing

Let each child select a favorite piece of writing and read it to the rest of the group. The composition may then be posted on the bulletin board.

If some children wish to do so, have them copy their favorite story or poem on a fresh sheet of paper, illustrate it, and give it as a gift to a family member or friend.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying words formed on graphemic bases *ear*, *able*, *oil*, *umbl*, *oy*
Recognizing and identifying spelling words

Ferris Wheel

Objective

Recognizing and identifying words formed on graphemic bases *ear*, *able*, *oy*, *oil*, *umbl*

Number of Players

Two

*Decoding Skills:
Structural Analysis*

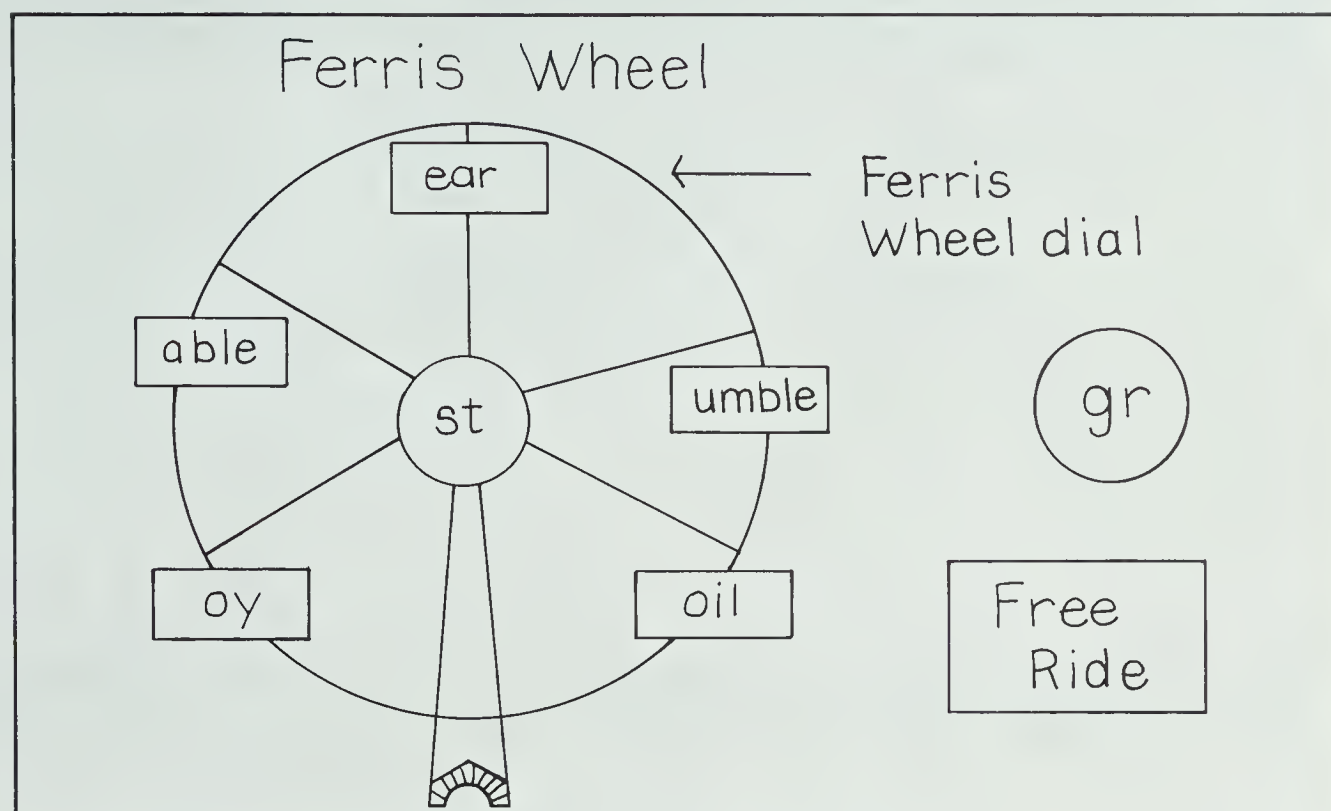
Materials Needed

A "Ferris Wheel" board

A set of circular cards with consonants and consonant clusters such as: *t, st, r, f, gr, j*

Paper fasteners

Cards marked "Free Ride"



Procedure

Each player chooses three circular cards. They then take turns attaching each circle to the Ferris wheel. The player rotates the Ferris wheel, reads the word formed, and then indicates whether the word is a real one or not. For each correct answer, the player takes a card marked "Free Ride." The player with the most "Free Ride" cards at the end of the game is the winner.

Tic-Tac Spell-O

Decoding Skills:
Spelling

Objective

Recognizing and identifying spelling words

Number of Players

Two

Materials Needed

One laminated "Tic-Tac Spell-O" board

Two washable felt markers (different colors)

One set of scrambled word cards such as: *rcvoe* (cover), *ecipe* (piece), *ohed* (echo), *usit* (suit), and so on.

Procedure

One card to a square is dealt. The pupils play as in tic-tac-toe, unscrambling the words to form the correct spelling. The correct spelling is printed in the square containing the scrambled form. The first player to make a line of correctly unscrambled words wins the game.

Tic-Tac Spell-O		
echo <div>ohed</div>		
piece <div>ecipe</div>		
suit <div>usit</div>		

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Discussing the title
Observing picture details
Drawing inferences
Describing the main character
Recalling details; verifying answers
Reading interpretively
Valuing
Identifying problem and its solution
Applying story idea to personal experience
Expressing opinions
Discriminating between real and make-believe
Recalling details to make a summary
Recognizing and identifying main idea

INTEGRATIVE OPTIONS

Environmental Studies: Science — demonstrating day and night, the phases of the moon
Visual Arts — illustrating the story; making a mural; making a montage
Drama — acting out a conversation
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Observing special words
Recognizing and identifying the phoneme-grapheme correspondences /û/oo, /ü/ue, /û/ew, /û/oo, /î/i, /î/igh; applying the correspondences in decoding words
*Recognizing and identifying suffix *ness*
Noting the number of syllables heard in words
Dividing words into syllables; applying syllabication in decoding words
Observing the spelling of spelling words

LANGUAGE DEVELOPMENT

Recognizing and reading divided runover sentence
Recognizing paragraphing; noting indentations
Recognizing and identifying similes
Recognizing use of capitalization
Discriminating between finished and unfinished sentences and questions; completing sentences and questions
Recognizing, identifying, and using nouns and verbs; subjects and predicates
Recognizing, identifying, and using adjectives
Producing similes to complete sentences
Recognizing and identifying alphabetic sequence
Using personal dictionaries

WRITING

Learning to write the letters e and l
Using descriptive words and phrases
Developing poem cooperatively
Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters*/Self-Help Activities

ALTERNATIVE STRATEGIES

Recognizing and identifying phoneme-grapheme correspondences /û/oo, /ü/oo, /ü/ue, /û/ew

Literary Appreciation**

Relating picture and story
Drawing inferences about story situation
Describing the main character
Reading interpretively
Valuing
Applying story idea to personal experience
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /û/oo, /ü/ue, /û/ew, /û/oo, /î/i, /î/igh
Listening to note the number of syllables heard in words

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Speculating; formulating questions
Discussing the title
Observing picture details
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Expressing opinions
Discriminating between real and make-believe
Recalling details to make a summary
Recognizing and identifying main idea

Developing Pupil Inquiry

Using the table of contents

Have the group turn to the table of contents. "Find the name of the first story in the book. What is the name of the story?" If no one can read the title, read it for the children.

Speculating; discussing the title

Let the pupils speculate on the meaning of the title. "Do you like night? Why or why not? What things do you like to do when night comes? How might it be possible to 'switch on' the night? Why might someone want to 'switch on' the night?"

Observing picture details

Have the pupils look again at the table of contents and find the number of the page on which the story begins.

Drawing inferences

"Turn to page 6 to see what you can find out about the story." Have the pupils turn to pages 6 and 7 and look at the illustration. Discuss questions such as the following: "What time is it in the picture? What is the boy in the picture doing? Why do you think he might be doing this? How do you think he feels? Do you think this boy likes the night? Why or why not?"

Let the pupils look at the rest of the illustrations in the story and discuss briefly the happenings depicted. "Whom does the boy meet in the story? Who do you think the girl might be? How do you think the girl feels about the night? What is happening on the last page?"

"What questions would you like to ask about the story?" When someone volunteers a question, print it on the chalkboard or on a sheet of newsprint.

If the pupils do not ask any questions, model some questions for them. You might say, "I would like to know how someone can 'switch on' the night. How would *you* ask me that question?" When a child has asked the question, print it on the chalkboard.

If the children have difficulty formulating further questions, continue your modeling of the questions. "I wonder who the girl in the story is? How would you ask that question?"

When someone volunteers, print the question under the first question on the chalkboard or newsprint. Your completed question box may look somewhat like this:

How can someone 'switch on' the night?
Who is the girl in the story?
How do the boy's feelings change?

Three or four questions are sufficient at this point. Depending on the number of questions developed during the pre-reading discussion, two or three more may be added during the

course of the reading and discussing. In some lessons, try to include a question that the children cannot answer simply by reading the text, but that they must answer by inferring, predicting, or speculating.

"Now read the story to see whether you can find the answers to your questions."

Developing Pupil Response

Reading

Describing the main character

"Read the story through by yourself. When you have finished, make a picture showing the boy as he looked at the beginning of the story and the way he looked at the end. At the bottom of your illustration, explain why he has changed."

After the story has been read and the illustrations have been drawn, let the children show their drawings and read their explanations of the changes in the boy. Discuss these explanations with the class, drawing out reasons why the changes took place.

Recalling details; verifying answers

Then refer the children to the first question in the question box. "Do you know how someone can 'switch on' the night?"

Have the children discuss the answer to this question. Then say, "Read us the lines that tell how to 'switch on' the night." After the question has been answered and verified, have a pupil check it off in the question box. Have the children go on to discuss and verify the remaining questions in the question box in a similar fashion. Sometimes the pupils will not find direct answers to their questions in the story text. This can become a springboard for discussion in which the children will have to relate to personal experience and to draw inferences and conclusions in order to decide upon answers.

Reading interpretively

The children will enjoy reading this story aloud. You might choose various children to read the dialogue and one child to be the narrator. All might join in on the verse parts. Encourage the children to take their time in reading, in order to savor the unusual phrasing and language and the suspense at the introduction of Dark.

Synthesizing

Valuing

Identifying problem and its solution

Applying story idea to personal experience; expressing opinions

Valuing

Discriminating between real and make believe

Expressing opinions

1. "Did you like this story? Why or why not?"
2. "What was the problem in the story? Why did the little boy have this problem? How was solved?"
3. "Have you sometimes felt afraid of the night or the dark? Tell us about it. Many people of all ages are afraid of the dark. Why do you think this is so? How might people overcome the fear of the dark?"
4. "What lesson did the boy learn in this story? How will this lesson help him with other problems he may have?"
5. "Could this story be true? Why do you think as you do?"
6. "What do *you* think about night? Has this story made you think differently about night than you did before? Why?"

Developing Comprehension, Research, and Listening Skills

Recalling details

Critical Comprehension. To develop skill in recalling story facts, have the children read the following sentences (written either on the board or on a chart). If the sentence tells something that happened *before* the boy met Dark, they are to write 1 in front of it; if it took place *during* Dark's visit, they are to write 2; if it happened *after* Dark's visit, they are to write 3

- (3) enjoys the lovely things of Night
- (1) didn't like the light switches
- (2) learned how to switch on the Night
- (3) threw away his candles and flashlights and lamplights
- (1) was lonely because he was afraid to go out in the dark where the other children were playing
- (2) learned about the lovely things of Night

Recalling details to make a summary

Literal Comprehension. Print the following exercise on the chalkboard or duplicate copies to distribute to the pupils. The children are to read the sentence parts, and then match the sentence beginnings on the left with the corresponding sentence endings on the right. Ask them to draw a line to join corresponding sentence parts.

1. There was once a little boy
2. He was lonely and unhappy because
3. One night a little girl
4. She told him that at Night
5. Soon the little boy liked
6. Now the little boy runs in the dark,

—he could see the other children playing in the night.
—named Dark visited the boy.
—switching on the Night.
—you switch on the stars, the crickets, the frogs, and the moon.
—laughing with the other happy children.
—who didn't like the Night.

After the children have finished, have a pupil read the complete sentences. Point out to the pupils that these six sentences make up a summary of the story. Ask the students for details that did not appear in the summary and discuss why they were not included.

Literal Comprehension. Ask the children if the title "Switch on the Night" is appropriate for the story. Let them back up their answers with reasons.

Then ask the pupils to make up other titles which would also be appropriate for the story. Record the titles on the chalkboard as they are given. Then let the children discuss each title in the list and decide on whether or not it is suitable.

Place the following activity on the chalkboard or do it orally with the pupils. Remind them that the sentence that tells the main idea or that tells about all the other sentences in a paragraph often comes at the beginning. Point out to them that it can also come at the end of the paragraph.

Tell the pupils that in the three following paragraphs, the sentence that tells the main idea is either at the beginning or at the end. They are to read (or listen to) each paragraph carefully and decide which sentence tells the main idea — the first or the last.

You can have great fun at night. You can switch on the stars. You can play shadow games on the walls. You can count the stars and you can even play tag in the moonlight.

The stars and the moon were very beautiful. The stars were red, blue, green, and white. They made many kinds of pretty shapes in the sky. The moon was like a big scoop of ice cream, and it lit the summer lawns with a pale white light.

The little boy switched on the porch lights. He went to the kitchen and turned on the kitchen and the pantry lights. He switched on the parlor and the hall lights. He lit the candles and the lamps, the lanterns and the flashlights in his room. The little boy wanted lots of light because he didn't like the night.

Discuss with the pupils the reasons for their choices, emphasizing why the sentences they chose express the main idea of each paragraph.

INTEGRATIVE OPTIONS

Demonstrating Day and Night. Have the children look at a globe and find the location of your town or city on it. A small flag could be taped to this spot to make it stand out.

"What does the earth do as it travels through space?" Elicit or explain that the earth spins on its axis, one complete turn every 24 hours.

Shine a flashlight or other bright light on the globe. Explain that this light represents the sun. Turn the earth slowly while shining the light at the globe. "Which part of the earth is having day? Which part has night? Watch to see when we have day and night where we live."

Demonstrating the Phases of the Moon. Have a discussion with the children to establish what they know about the moon. List the information the children give on a chart. If they do not mention that the moon travels around the earth and that the moon appears to change shape, explain these facts to the pupils and add them to the chart.

Have one pupil stand with his or her back to a strong light and hold a basketball up in both hands. The ball should be high enough so that no shadow falls across it. Explain that the light

is the sun, the ball is the moon, and the child an observer on the earth. The observer can only see the part of the moon which is lit up by the sun. "How much of the moon can the observer see now?" Have the child turn slowly to the right to make a complete circle. Have the child tell how much of the moon can be seen by the observer at various stages of the turn.

Have the children observe the moon each night in the sky for a number of weeks and report on its size to the class. Let them make a calendar-chart record of the phases of the moon.

Illustrating the Story. "Illustrate your favorite part of the story. Write an explanation of why you like this part of the story best."



Making a Mural. "Make a mural of a neighborhood showing it during the daytime and then at night. What people and animals will you show in your mural? What activities will they be doing during the day? How will their activities be different at night? How will the sky look different at night?"

Making a Montage. "Make a montage of pictures of things that give us light. Mount your pictures on a large piece of black construction paper."

Acting Out a Conversation. "Tell what you think the boy would have told his father when he returned home. What do you think his father would say about it all?" Let the children work in pairs to prepare their conversations, then let them present the results to the rest of the group.

Book Center

Fregosi, Claudia. *Are There Spooks in the Dark?* Four Winds.

A brother and sister play games at bedtime to dispell their fears of the dark.

Greenberg, Barbara. *The Bravest Babysitter.* Dial.

Little Lisa reassures her frightened teenage babysitter during a bad thunderstorm.

Peck, Richard. *Monster Night At Grandma's House.* Viking.

Toby imagines monsters everywhere at night but conquers his fear in the end.

Zolotow, Charlotte. *When the Wind Stops.* Harper and Row.

A child's mother answers all his questions in a reassuring and sensitive way.

Film Center

Night's Nice. 10 mins., Marlin.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /ü/oo, /ü/ue, /ü/ew, /û/oo

Recognizing and identifying the phoneme-grapheme correspondences /ī/i, /ī/igh; applying the correspondences in decoding words

*Recognizing and identifying the suffix *ness*

Noting the number of syllables heard in words

Dividing words into syllables; applying syllabication in decoding words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-8 for each pupil

Duplicated worksheets for the exercise on suffix *ness* (optional)

Lined worksheets for spelling exercises and dictation

Spelling notebooks

Word Meaning

New Words: lanterns, parlors, lonely, early, shone, introduce, simply, heaven

Decodable Words: bonfire, flare, attic, wandered

Enrichment Words: tapers, beacons, pantries, cellars, alcoves, mellow

Give each pupil a set of cards numbered 1-8. Write the following words and sentences on the board:

1. lanterns
2. parlor
3. lonely
4. early
5. shone
6. introduced
7. simply
8. heaven

Another name for a living room is a _____.

If you come ahead of time, you are _____.

The teacher _____ the new girl to the class.

Colored _____ lit the party room.

If you have no one to play with, you may feel _____.

A word that rhymes with *seven* is _____.

Playing tag isn't hard. You _____ try to touch another player.

The hot sun _____ down on the desert.

Read each sentence to the pupils, making a marked pause and using an unfinished inflection where the word has been omitted. Ask the pupils to find on the board the word that belongs in the blank and hold up the card with the number of the word on it.

When a word has been selected, write it in the blank. Then discuss with the pupils the word or words in the sentence that helped in choosing the correct word for the blank.

For example, in the first sentence the words are *another name* and *living room*. The words *another name* tell the pupils to look for a synonym for *living room*. In the second sentence, the

Recognizing and
identifying new words,
using context clues

Observing special words

words *come ahead of time* define *early*. In the third sentence, the words are *teacher* and *new girl*. Experience will tell the pupils that the missing word is *introduced*. And so on.

Write *shone* on the board and have it pronounced. Call attention to the fact that the *o* stands for the unglided /*o*/ sound even though the word ends in *e*.

Place the following sentences on the chalkboard and have them read to further understanding of the word.

The moon shone brightly last night.

He shone his flashlight into the dark corner.

Phonemic Analysis

Write the following sentences on the board:

1. The new moon shone in the dark blue sky.
2. I can't chew well with this loose tooth.
3. The living-room door blew shut.
4. Is it true that the poor rooster lost his tail?
5. Mary took some cookies to school.
6. The hiker wore warm wooly socks.

Point to the first sentence and ask a pupil to read it. Have pupils name every word in which the /*ü*/ sound as in *shoot* is heard and identify the letters that stand for the sound.

Continue in the same manner with the other sentences. In sentences 1-4, the pupils will identify words in which /*ü*/ as in *shoot* is heard. In sentences 5 and 6, they will identify words in which /*u*/ as in *good* is heard.

Put the following words on the board: *kind*, *mild*, and *high*. Have the words pronounced and the letter or letters that stand for the vowel sound in each one identified.

Now write the following words on the board:

flighty remind rightful wildly sighing unwind

Ask the pupils to think (not say) how each word might be pronounced. Remind them that dividing the words into syllables and decoding the word parts will help them. Then call upon pupils to pronounce the words aloud, identify the vowel sound heard in the stressed syllable and name the letter or letters that stand for the sound.

Structural Analysis

Put these sentences on the board:

He wore a dark blue suit.

The darkness frightened the boy.

Read the sentences to the pupils. Call attention to the word *dark* in the first sentence and the word *darkness* in the second sentence and have them read. Circle the suffix *ness* and explain that it is a suffix that is used to mean the condition or the state of being of something. For example, *darkness* means the condition or state of being dark.

Write on the board:

Janey was kind to the old man.

The old man thanked Janey for her kindness.

Discuss the meaning of the underlined words and draw attention to the root word, eliciting that it is a describing word. Have the pupils note that when *ness* is added to a root word, the word becomes a noun, a word that names something. Help the pupils to generalize that when the suffix *ness* is added to a describing word, the resulting word is a noun.

Write these pairs of words on the board:

happy	heavy	dirty
happiness	heaviness	dirtiness

Have the suffix *ness* underlined and elicit from the pupils the fact that when *ness* is added to a word ending in *y*, the *y* is changed to *i*.

Recognizing and identifying correspondences /*ü*/ *oo*, /*ü*/ *ue*, /*ü*/ *ew*, /*u*/ *oo*

Recognizing and identifying correspondences /*i*/ *i*, /*i*/ *igh*; applying in decoding words

Recognizing and identifying suffix ness

Duplicate the following exercise and distribute copies to the pupils.

Add *ness* to each word. Then read each sentence below the words. Choose the word that belongs in the sentence and print it on the line.

strange _____	nervous _____
sad _____	deep _____
bright _____	quiet _____

1. The _____ of the sun hurt my eyes.
2. The new school's _____ made Tim nervous.
3. The _____ of the little boy's voice surprised me.
4. The little girl's _____ made her knees shake.
5. The _____ of the story made Pat cry.

If preferred, the above exercise may be done on the chalkboard.

Syllabication

Explain to the pupils that you are going to say some words and you want them to listen carefully. If they hear four syllables in a word, they are to hold up four fingers. If they hear three syllables, they are to hold up three fingers. And so on.

These are the words to be read:

automatic	parlors	expedition	affectionate
lanterns	lawns	lonely	heavens

Write the following words on the board:

window	lantern	sudden	wandered	trouble	parlor
hello	kitchen	crickets	compass	summer	yellow

Point to a word and ask a pupil to pronounce it, tell where it should be divided into syllables, and explain why it should be divided in this way. Continue in the same manner with the other words. (All the words have either a medial two-letter consonant cluster or a medial consonant digraph.)

Write *run, last, sit, dog, fell* on the board. Have each word read, and the letter that stands for the vowel sound identified. Call attention to the fact that in all these words the unglided vowel sound is heard. Point out, as well, that in each word there is only one vowel and the vowel is followed by a consonant or consonants. Have the pupils recall or formulate the generalization that when a short word contains a single vowel followed by one or two consonants or a consonant digraph, the vowel usually stands for the unglided sound.

Explain that this generalization is also true of syllables. Write the following words on the board as examples:

captain	center	village	hockey	butter
---------	--------	---------	--------	--------

Have each word pronounced and divided into syllables. Elicit from the pupils that the vowel in each first syllable stands for the unglided sound, that there is only one vowel in the syllable, and that each vowel is followed by a consonant or a consonant digraph.

Let the pupils try decoding these unfamiliar words by first dividing them into syllables, then decoding the parts separately, putting the syllables together again, and pronouncing the words.

passage	helmet	ribbon	locket	mustard
---------	--------	--------	--------	---------

Spelling

Write *lonely, early, and shone* on the board and have them pronounced. Call attention to the *ear* standing for the /*è*/ sound in *early*, and the *o* standing for the unglided /*o*/ sound in *shone*, even though the word ends in *e*.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure the letters are all in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on the worksheets. These sentences may be used to present the words:

The little boy was feeling lonely. lonely
I got to school early this morning. early
The sun shone all day. shone

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. See that the children review their difficult words often.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and reading divided runover sentence
Recognizing paragraphing; noting indentations
Recognizing and identifying similes
Recognizing use of capitalization
Discriminating between finished and unfinished sentences and questions; completing sentences and questions using a variety of words (reading)
Recognizing, identifying, and using nouns and verbs; subjects and predicates
Recognizing, identifying, and using adjectives
Producing similes to complete sentences
Recognizing and identifying alphabetic sequence
Using personal dictionaries

Materials Needed

The readers
Pocket chart, paper strips, period and question mark cards
Colored chalks
Lined paper or notebook for each child in the group
Dictionaries
Personal dictionaries

Sentence Awareness

*Recognizing and
reading divided
runover sentence*

Have the children turn to page 10 and read the last paragraph. Elicit that the paragraph begins on page 10 and ends on page 11, and have the pupils note the divided sentence. Ask the pupils how they think the sentence should be read. Have one or more volunteers read the sentence aloud, while the others listen to be sure the sentence is read as a whole and no pause is made after the word *of*.

*Recognizing
paragraphing; noting
indentations*

Refer to specific paragraphs on the first page of the story and review that a group of two or more sentences, telling about the same thing, is called a paragraph. Have the pupils note that the first sentence of each paragraph is indented. Add that sometimes a paragraph contains only one sentence and ask the children to see whether they can find such paragraphs in the story.

Have the pupils turn to the second page of the story and ask them to find the sentences that are indented. Elicit that each indentation indicates the beginning of a new paragraph.

Direct attention to the last paragraph on page 7. Ask the pupils why they think a new paragraph was begun at this point.

*Recognizing and
identifying similes*

Have the pupils turn to page 9 in their readers and read the first five lines.

"What did the writer say about Dark's face? What did her eyes shine like?"

"What other words can you use to tell about Dark's white face?" Have the pupils use the words as . . . as in their answers, for example: *Her face was as white as snow.*

"In what other ways can you finish this sentence?

The light in her eyes shone like _____."

Have the pupils suggest at least two or three different comparisons in each case.

Ask the children what two words that usually begin with small letters begin with capital letters in this story (Night, Dark). "Why do you think the word *Dark* begins with a capital letter in this story? Why do you think the word *Night* begins with a capital letter?"

Sentence Building

Print the following sentences and questions on the chalkboard, or print them on paper strips and use the pocket chart for this exercise. (If you wish to use the pocket chart, have available period cards, question mark cards, and several blank paper strips.)

Once there was a little boy who.

Then the little boy.

In and out of the lamplight ran the children.

When it was time to switch off the lights.

Where was the little boy?

Why did?

Ask a child to read the first sentence aloud while the others read it silently. Have the pupils decide whether the sentence is finished or unfinished. Encourage the children to explain in their own words how they know whether the sentence is finished or not finished.

Continue in the same manner with the rest of the above sentences. If a sentence is finished, have a volunteer put a check mark beside it.

Refer to the first incomplete sentence on the board or in the pocket chart. Have a volunteer read the sentence aloud, ending with an unfinished inflection of the voice. "What are some words that will finish this sentence?"

Print the words that the children suggest at the end of the sentence, or print them on a paper strip and place it in the pocket chart at the end of the sentence. With the children, read the sentence aloud, ending with a finished inflection. "Is the sentence finished now? Does it make sense? Why?"

Print the following sentences on the chalkboard.

Dark vanished.

The boy climbed up.

The boy heard something.

Ira and Reggie are laughing.

The book fell.

Have the children read the first sentence. "What word in this sentence tells us what someone did?" Have a volunteer draw two lines under the word *vanished* with colored chalk.

"What word in this sentence tells us the name of someone?" Have another child draw one line under the word *Dark* with chalk of a different color.

Continue in a similar manner with the rest of the sentences. In the second sentence, accept *climbed* or *climbed up* as the "doing word(s)." Accept *boy* or *The boy* as the "name word(s)." In the third sentence, accept *heard* or *heard something* as the "doing word(s)." In the fourth sentence, accept *Ira and Reggie* or *Ira, Reggie* as the "name words." Accept *are* or *are laughing* as the "doing word(s)."

After the exercise is finished, ask the children to write two sentences of their own, each one containing a "doing part" and a "name part." Let the pupils refer to words in the reader selection when composing their sentences. Have them read their finished sentences aloud to the group.

Print the following sentences on the chalkboard and have the pupils read them silently and aloud.

1. The story is about a little boy.
2. Curt saw the brown dog.
3. Bring me the red book.

4. Where did you put your new skates?
5. We saw the big funny clowns on TV.
6. Pat turned off the yellow lamps.
7. Chris likes to hear the singing crickets.

Refer to the first sentence on the chalkboard and have the pupils identify the adjective. You might say, "What word in this sentence tells us something or gives us some information about the boy?" Have a child draw a circle around the word *little*.

Continue in a similar manner with the rest of the sentences. Then print the words *lamp*, *house*, and *frog* on the chalkboard. Ask the children to compose a sentence of their own for each word. Direct the pupils to include in their sentences one or more words that tell something or give information about the lamps, house, and frog.

Print the following sentences on the chalkboard and read them with the children. Have the pupils take turns composing similes to complete the sentences. Encourage them to suggest a variety of similes for each sentence.

1. The grass was as soft as _____.
2. Pat has a kitten as fluffy as _____.
3. The lantern shone like _____.
4. The bonfire was as bright as _____.
5. The horse ran as quickly as _____.
6. The big white moon looked like _____.
7. The frogs sounded like _____.

Dictionary Skills

For this exercise, have the pupils work individually or in pairs. Provide each child or each pair of children with a beginning dictionary. Print the words below on the chalkboard. Have the pupils answer each of the following questions orally, and then direct them to find the words in their dictionaries.

- "Will you find the word *window* near the beginning or the end of the dictionary?"
- "Will you find the word *attic* near the beginning, middle, or end of the dictionary?"
- "In what part of the dictionary will you find the word *lantern*?"
- "In what part of the dictionary will you find the word *switch*?"
- "In what part of the dictionary will you find the word *cupboard*?"
- "In what part of the dictionary will you find the word *curl*?"

Continue with the use of personal dictionaries, as suggested in the lesson for "How the Main John Got His Name." For this lesson, have the children enter their two or three favorite words from the reader selection.

WRITING

Objectives

- Learning to write the letters *e* and *l*
- Using descriptive words and phrases
- Developing poem cooperatively
- Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

- Handwriting notebook for each child in the group
- The readers
- Lined papers and/or notebooks for personal writing
- Personal Journals

Producing similes to complete sentences

Recognizing and identifying alphabetic sequence

Using personal dictionaries

Handwriting

Learning to write the
letters e and l

For this writing lesson, teach the pupils how to write the lower-case form of the letters e and l. Follow the procedure established for the lessons for "Mr. Mugs Is Kidnapped" and "Fish Head" at the beginning of this guidebook.

First, demonstrate the writing of the letter e two or three times at the chalkboard. Then continue with the procedure suggested in the aforementioned lessons.



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations. Use the pertinent portions of the procedure suggested for the demonstration and practice of a single letter. Pay particular attention to the formation of the joining strokes and give the pupils whatever guidance is necessary to form the combinations correctly.

Column 1	Column 2	Column 3	Column 4

Follow the above procedure to teach the children how to write the lower-case form of the letter l.



When the pupils can write the letter l correctly, have them practice the following letter combinations and words. In each case, be sure the pupils can write the combination correctly before practicing the next one.

Column 1

Column 2

Column 3

Column 4

la

lp

il

rl

li

lw

ul

sl

lu

lv

ol

still

lo

lv

pl

eat

ll

al

ul

colt

When the children can write the foregoing combinations and words correctly and easily have them practice the combinations and words below.

Column 1

Column 2

Column 3

el

tell

rule

le

pale

Directed Writing

With the children, discuss whether or not they like the Night. Encourage them to give reasons for their preferences.

Ask the children to look through the reader selection to find interesting words and phrases that describe the Night. Have the pupils identify some of the words orally, and list the ones they like best on the chalkboard. Then develop one or more cooperative poems about the Night, using descriptive words and phrases from the reader story. Poems such as the following may be used as starting points.

Night

It's lonely and dark outside.
I hide in my bed inside.
I don't like the Night.

Night

Lamps and lanterns and flashlights are switched on.
Fireplaces are burning, white stars are turned on.
I like the Night.

The poems may consist of two or more lines and may or may not have rhyming lines.

*Developing poem
cooperatively; using
descriptive words and
phrases*

Creative Writing

Personal Writing

Suggest that the pupils compose their own poems or stories about the Night. Let them use the poems on the chalkboard as models, if they wish to do so. Some pupils might like to write their stories in the form of adventure stories or tall tales.

Personal Journal

Provide further writing time for those children who wish to make entries in their Personal Journals.

For details on Personal Writing and Personal Journal writing, refer to the lessons for "Mr. Mugs Is Kidnapped" and "Fish Head" at the beginning of this guidebook.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objective

Recognizing syllables in words with medial digraphs and 2- and 3-letter medial clusters

Chopping Logs

Decoding Skills: Syllabication

Objective

Recognizing syllables in words with medial digraphs and 2- and 3-letter medial clusters

Number of Players

Two

Materials Needed

One "Chopping Logs" board

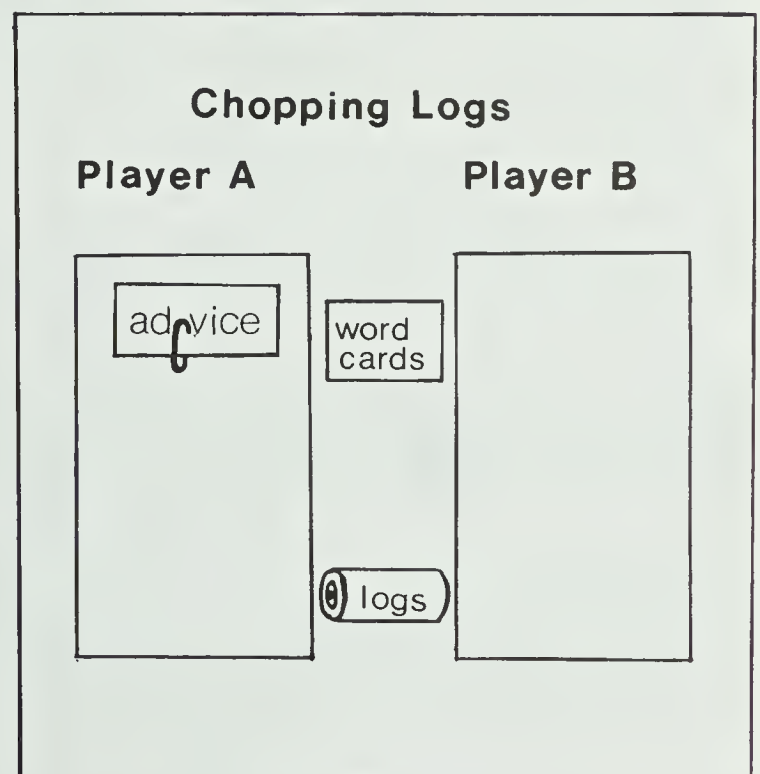
A set of cards with words such as:
lantern, parlor, mellow, simply, alcove, cellars, pantries, jungle, second, practice, advice, summer, pepper, rocket, forget, pitcher, lettuce, handle

A set of log-shaped cards

Paper clips or hair pins

Procedure

Each player in turn takes a word card and indicates where the word is divided into syllables by placing a clip or pin in the appropriate spot. If the player divides the word correctly, it is then placed in her or his log pile and the player takes a log-shaped card. If the word is not divided correctly, the player loses a turn. The player with the most log-shaped cards at the end of the game is the winner.



COMPREHENSION

Using the table of contents
 Recalling the story of "Pinocchio"
 Observing picture details
 Inferring feelings; drawing inferences
 Formulating questions; speculating
 Recalling details; verifying answers
 Comparing story versions
 Classifying phrases
 Discriminating between real and make-believe
 Identifying problems and solutions
 Making judgments; expressing opinions
 Valuing the story character; story events
 Identifying lesson of story
 Recognizing and identifying sequence
 Skimming to verify answers

INTEGRATIVE OPTIONS

Drama — planning and presenting a marionette show; miming a marionette
 Books — reading supplementary books

DECODING SKILLS

Recognizing and identifying new words
 Observing special words
 Recognizing and identifying phoneme-grapheme correspondences /n/**kn**, /r/**wr**, /ou/**ou**, /ou/**ow**
 *Recognizing and identifying phoneme-grapheme correspondences /ü/**ou**, /u/**ou**
 *Recognizing and identifying phoneme-grapheme correspondences /g/**gu**, /g/**gue**
 Recognizing and identifying suffixes
 Dividing into syllables words with prefixes and/or suffixes; applying syllabication in decoding words
 Observing the spelling of useful words; of spelling words

LANGUAGE DEVELOPMENT

Recognizing, identifying, and producing similes
 Recognizing, identifying, and producing command sentences
 Punctuating sentences: apostrophes
 Recognizing, identifying, and producing correct word order
 Recognizing, identifying, and producing compound and complex sentence patterns using sequence words *as*, *while*, *when*, and *then*
 Recognizing, identifying, and using irregular past tenses *threw*, *ate*, *sold*, *heard*, *thought*, *caught*, *spoke*, *spent*
 Recognizing, identifying, and using adverbs
 Recognizing, identifying, and producing alphabetic sequence

WRITING

Learning to write the letters *h* and *k*
 Discussing alternative story developments and story endings
 Recalling adventure story elements
 Applying comprehension, decoding, language, and printing skills to produce personal writing
 Proofreading stories

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying new words
 Recognizing and identifying phoneme-grapheme correspondences /ou/**ou**, /ou/**ow**, /u/**ou**, /ü/**ou**
 Recognizing and identifying suffixes *er*, *est*, *ly*, *y*, *ful*, *less*

Literary Appreciation**

Relating picture and story
 Drawing inferences about story characters' feelings; about story situations
 Comparing story versions
 Valuing story character, story events
 Reading supplementary books

Listening**

Listening attentively in discussions
 Listening to identify phoneme-grapheme correspondences /n/**kn**, /r/**wr**, /ou/**ou**, /ou/**ow**, /ü/**ou**, /u/**ou**, /g/**gu**, /g/**gue**

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Recalling the story of "Pinocchio"
Observing picture details
Inferring feelings; drawing inferences
Formulating questions; speculating
Recalling details; verifying answers
Comparing story versions
Classifying phrases
Discriminating between real and make-believe
Identifying problems and their solutions
Making judgments; predicting
Valuing the story character; story events
Identifying lesson of story
Expressing opinions
Recognizing and identifying sequence
Skimming to verify answers

Developing Pupil Inquiry

Have the pupils find the second story in the table of contents. Read the title for them. Have the children note that the story is divided into two parts.

Some of the children in the group will probably have seen a dramatization of the story on TV, in a movie, or have had it read to them at home. Let the children discuss what they remember about the story. Suggest that they read the version of the story in the text to see if it is the same as or different from the version with which they are familiar.

Have the pupils look again on the contents page and find the number of the page on which the story begins. When the children turn to the beginning of the story, have them look at the illustration on page 13 and discuss what is happening. "Whom do you see in the picture? (If the children are unfamiliar with the word *marionette*, introduce them to it at this point.) What is the man doing to the marionette? What do you think the man is like? Why? Which of these two characters do you think is Pinocchio?"

Have the children go on to look at the pictures on pages 14 to 16. "What is happening on page 14? Where do you think Pinocchio might be going? How do you think Pinocchio is feeling? Whom does Pinocchio meet on page 16? How does Pinocchio feel about him?"

Ask the children what questions they would like to pose about the story. If the children have difficulty suggesting questions, model the questions for them. Print the pupils' questions on the chalkboard or on a sheet of newsprint. They may be somewhat like the following:

Why doesn't Pinocchio need strings to move him?
What is the cricket telling Pinocchio?
Who is the man with the black beard?
What will he do to Pinocchio?

"Now read the story to see what answers you can find to your questions."

Developing Pupil Response

Have the pupils read silently to the end of page 17. When the pupils finish reading, refer them to the questions in the question box. "Did you find the answers to your questions?"

Have the pupils tell the answers in their own words and verify them by reading aloud the pertinent story lines. If there are questions that cannot be answered and verified in the story text, have the pupils tell what the answers are by inferring, speculating, or predicting. Let the children check off the questions as they are answered and verified or discussed.

Using the table of contents

Recalling the story of "Pinocchio"

Observing picture details

Drawing inferences; inferring feelings

Formulating questions

*Reading
Recalling details;
verifying answers*

Speculating

Let the children speculate on what they think might happen next in the story: "What do you think might happen next to Pinocchio? Do you think he will get home to Geppetto with the five gold pieces? Why or why not?"

Observing picture details

Have the children look at the illustrations in the rest of the story and briefly discuss the happenings. "Whom does Pinocchio meet next in the story? What do you think these things might be like? What happens to Pinocchio that night? Why do you think the fox and the cat are chasing him? Where does Pinocchio run?"

Drawing inferences

"Do you have any questions you would like to add to the question box?" Record all the questions the children wish to pose; for example, "Do the fox and cat want to rob Pinocchio his gold? Who is the lady with the blue hair? Does she help Pinocchio?"

Formulating questions

Reading

Have the pupils read silently to the end of the story.

Comparing story versions

At this time the children could compare this version with the one they know. "Is Pinocchio the same character the same as in the story you know? Which characters are new? How are the events in this story like the ones in the story you know? Which events are different or new to you?"

Recalling details; verifying answers

Have the other children answer and verify the questions in the question box. If some questions remain unanswered, note that there is a complete book about *Pinocchio*, *The Adventures* by Carlo Collodi (Grosset & Dunlap) and that the answers may be found in it.

Have the children read aloud their favorite parts of the story and afterwards tell why they liked this section best.

Classifying

"The characters in this story may be placed in two categories. Think about how you would classify them (Good and Bad). Make two lists. Think about the characters, decide where each one should be listed, and find the part of the story that supports your decision. Read that part aloud to the group to see if everyone agrees with your thinking."

Synthesizing

Recalling details; identifying problems and their solutions

1. "What problems did Pinocchio have because of his desire for adventure? How were each of his problems solved?"

Making judgments

2. "How could Pinocchio have avoided the problems he had? Why do you think Pinocchio was so foolish and unwise in his actions?"

Valuing story events

3. "Which of Pinocchio's adventures was the most exciting? Why do you think as you do?"

Identifying lesson of story; expressing opinions

4. "What lesson should Pinocchio have learned from his experiences? Do you think he could learn his lesson or do you think he will go on doing foolish things? Give reasons for your answers."

Recalling details; predicting

5. "Why did Pinocchio want to become a real boy? How did he think he would do this? Would you think the blue-haired fairy might help Pinocchio's wish come true?"

Expressing opinion

6. "Why do you think Geppetto cared so much for Pinocchio and wanted to send him to school? Did Pinocchio deserve this good treatment? Why or why not?"

Valuing story character

7. "If Pinocchio were a real boy, would you want him for a friend? Why or why not?"

Developing Comprehension, Research, and Listening Skills

Describing a character

Critical Comprehension. Write the words below on the chalkboard or on a chart. Point to the words at random and ask: "When do you think Pinocchio felt or acted like this?" Have the children recall some incident in the story in which Pinocchio showed a quality indicated by the word in question. There are some words which do not describe Pinocchio's character — the children should be able to identify such words.

naughty	proud	miserable	good	afraid
hopeful	angry	thoughtful	lucky	greedy
foolish	sorry	surprised	shy	happy

Classifying

Literal Comprehension. Write the following phrases on the board or on a chart, duplicate and distribute copies to the children. Ask the children to read each phrase and decide whether it tells something Pinocchio (1) meant to do or (2) something he actually did do. Those who are doing the exercise independently will indicate their decision by writing 1 or 2 on the line at the end of each phrase.

Discuss with the pupils their reasons for their answers, and have them refer to the appropriate parts of the story to support their answers.

1. talked back rudely to old Geppetto (2)
2. to go to school (1)
3. went to the marionette show instead of to school (2)
4. took the blame for breaking up the show (2)
5. planned to study hard (1)
6. planned to take the money home to Geppetto (1)
7. paid no attention to the warning voice of the cricket (2)
8. nearly lost his money by being too trusting and greedy for more money (2)

Literal Comprehension. Place the following activity on the chalkboard or duplicate and distribute copies to the children. Have the pupils indicate whether the events listed occurred before or after the event in the box.

On his way home from the marionette theater, a fox and a cat told Pinocchio about a Field of Wonders.

- | | |
|----------|--|
| (before) | Pinocchio promised to go to school after Geppetto sold his coat. |
| (after) | The blue-haired fairy took Pinocchio in and saved him from the thieves. |
| (before) | Geppetto made Pinocchio. |
| (after) | Pinocchio ran from the thieves until he reached the home of the blue-haired fairy. |
| (after) | Pinocchio went to the Field of Wonders that night. |
| (before) | Pinocchio broke up the marionette show instead of going to school. |

Using the event in the box as the fourth event in a sequence of seven, you might have the children number the events in correct order after they have been placed in the before or after categories.

Literal Comprehension. Place the following questions and page references on the chalkboard:

- Page 13: How do you know that Geppetto loved Pinocchio?
Page 16: Why did the Fire Eater look frightening?
Page 20: What good advice did the cricket's ghost give Pinocchio?
Page 22: How do you know that the thieves were very determined?

In a brief discussion, elicit from the pupils that skimming involves a quick reading of a section with a definite purpose in mind — one is looking quickly for something. The procedure described below could be followed for each of the questions.

Ask the pupils what they will be looking for when they skim page 13 to answer the first question. Point out that before turning to page 13, they should understand the question and know the key words in it. Establish with them the key words *Geppetto loved Pinocchio*, and have them underlined — this is what they will be looking for. Then ask the pupils to turn to page 13 and skim the page to locate the paragraph that answers the question. Have a pupil read the paragraph aloud, while the others follow along to verify their own choices.

Critical Comprehension. Print the sentences below on the chalkboard. Have the children read each sentence and decide whether it tells about something that could be real or something that is make-believe. Have the children mark the sentences R or MB accordingly.

1. There was a woodcarver named Geppetto who made a marionette.
2. A marionette was left lying too close to the fire and its feet were burned off.
3. Pinocchio, a marionette, promised that he would go to school.
4. A cricket tried to give a marionette good advice but the marionette killed it.
5. Many people were watching a play at a marionette theater.
6. Pinocchio decided to study hard so that he could turn into a real boy someday.
7. A lame fox and a blind cat told Pinocchio how he could double his gold.
8. The ghost of the cricket tried to help Pinocchio.
9. A blue-haired fairy helped Pinocchio.
10. The thieves jumped into the river.

INTEGRATIVE OPTIONS

Drama; Visual Arts

Planning and Presenting a Marionette Show. When the children see the directions making marionettes on pages 24-25, they will probably want to make some and put on a marionette show.

Read these pages to the pupils and discuss the directions with them. Then gather the group together and let them do as much of the planning as they can. Guide them with questions such as, "What kind of story do you think would be suitable for a marionette show? How can you organize yourselves so that everyone has something to do? Who will make the marionettes? Who will read the parts of the play? Who will make the theater?"

If the group is capable of writing their own play and creating their own plot and dialogue, they should be encouraged to do so. If not, encourage them to use the story in the book. Have them choose one child to act as narrator and other children to read the parts. It is suggested that those manipulating the marionettes concentrate solely on this task and leave the dialogue for others, as it might be too difficult at this stage to manage both at the same time.

A simple puppet stage could be designed out of a large sturdy cardboard box. Scenery should also be painted as backgrounds for the various scenes.

If a child has the record of Pinocchio, you might incorporate the music into the play. If the record is not available, let some children select music which is appropriate for the mood and actions or let the children produce the music themselves, using rhythm band instruments, Calabrian instruments, or homemade ones.

Miming a Marionette. "Imagine that you are a marionette lying in a crumpled heap on the floor. Suddenly someone pulls your strings and you are standing up straight. Now one of your arms is pulled slowly up over your head and then quickly dropped. Both of your arms are pulled out straight to the sides and dropped. Your legs are pulled up and down to look like a soldier marching on the spot. You are made to walk slowly as if you were very tired. You pick up an imaginary apple off the ground and eat it and then throw away the core. Then the puppeteer drops all the strings and you fall down to the floor again."

"Now imagine that you are Pinocchio the marionette. Think about how a puppet would move in each of these situations and then act it out. Remember that your body parts are being pulled about by strings. Be Pinocchio walking proudly to school; skipping down the street to the sound of the pipes and drums; leaping on the stage to join the other marionettes; running to the Field of Wonders; escaping from his enemies; pounding on the Blue Fairy's door."

Book Center

Gates, Frieda. *Easy to Make Puppets*. Harvey House.

Wahl, Jan. *The Muffletump Storybook*. Follett.

The adventures of four Victorian dolls.

York, Susannah. *Lark's Castle*. David McKay.

The adventures of Lark, a wooden doll who longs to be a person.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using definition clues

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /n/**kn**, /r/**wr**

Recognizing and identifying the phoneme-grapheme correspondences /ou/**ou**, /ou/**ow**

*Recognizing and identifying the phoneme-grapheme correspondences /ü/**ou** and /u/**ou**

*Recognizing and identifying the phoneme-grapheme correspondences /g/**gu**, /g/**gue**

Recognizing and identifying suffixes

Dividing into syllables words with prefixes and/or suffixes; applying syllabication in decoding words

Observing the spelling of useful words

Observing the spelling of spelling words

**Introduction to new element*

Materials Needed

A set of cards numbered 1-6 for each pupil

Duplicated worksheets for exercise on definition clues (optional)

Duplicated worksheets for exercise on /g/**gu** (optional)

Lined worksheets for spelling exercise and dictation

Spelling notebooks

Word Meaning

New Words: Pinocchio, marionette, Italy, Geppetto, woodcarver, theater, advice, suffer, gold pieces, study, exclaimed, double, field

Decodable Words: ticket, fault, fellow, twice, wrapped, gather, fairy

Enrichment Words: cats' tails, jingled

Give each pupil a set of cards numbered 1-6. Put the following words on the board:

1. advice
2. suffer
3. study
4. exclaimed
5. double
6. field

Read each sentence below to the pupils, making a marked pause and using an unfinished inflection where the word has been left out each time. Ask the pupils to find on the board the word that belongs in the sentence and hold up the card with the number of the word on it. When a word has been selected, read the sentence again with the word in it, as the pupils listen to be sure the word they have chosen makes sense in it.

To do well in school, you must _____ your lessons.

When you have a toothache, you _____.

"What a surprise!" Pat _____.

The farmer planted wheat in that _____.

Tom followed Jim's _____ and got a bigger bike.

I could buy twice as much if I could _____ my money.

When all the sentences have been dealt with, read each sentence again and discuss with the pupils the word or words which supplied the context clues to the word which completed the sentence. The words which supplied the clues are underlined.

Duplicate and distribute copies of the following exercise to the pupils for independent work:

Find the word that each sentence tells about and print it on the line to finish the sentence.

1. Pinocchio
2. marionette
3. Italy
4. Geppetto
5. woodcarver
6. gold pieces

The country Geppetto and Pinocchio lived in is _____.

Another name for coins made of gold is _____.
 Another word for puppet is _____.
 A man who makes things of wood is a _____.
 A famous puppet who came alive by magic was _____.
 A woodcarver who made a famous puppet was _____.

If preferred, have the pupils retain the numbered cards used in the previous exercise. Print the words on the board and follow the same procedure as in the exercise on context clues to identify the words being defined.

Observing special
words

Write *theater*, *double*, and *field* on the board and have them pronounced. Call attention to the unexpected aspects of each word: *theater* — the e and the a pronounced separately; *double* — the *ou* standing for the unglided /u/ sound; *field* — the *ie* standing for the glided /i/ sound.

Phonemic Analysis

Recognizing and
identifying
correspondences
/n/kn, /r/wr

Place the two columns of words below on the board.

know	write
knit	wrong
knock	wren

Call upon pupils to pronounce the words. Then ask pupils to come to the board and draw a line under the consonant digraph in each word. When the digraphs have been identified, write *kn* under the first column and *wr* under the other. Ask volunteers to suggest words that begin with these digraphs. If necessary, use definition clues to help the pupils recall the words. (The following words have been presented as a core vocabulary: *kneel*, *knelt*, *knew*, *knights*, *wrestle*, *wrote*. Some pupils may recall other words used in presentation and review lessons.)

Recognizing and
identifying
correspondences
/ou/ou, /u/ow

Write *found* and *cow* on the board. Have the words pronounced and the letters that stand for the vowel sound in each word identified by spelling. Say the words again and have the pupils note that the same vowel sound is heard in both words, though the letter combinations that stand for the sound are different. Explain that when coming upon unfamiliar words containing *ou* or *ow* in reading, it is a good idea to try the /ou/ sound first, to see if a recognizable word results.

Write the following sentences on the board:

1. The brown dog bounded around the house.
2. Dad frowned when he heard the dog howl.
3. Our dog growls if you shout at him.
4. Mom went downtown to get a new evening gown.
5. No doubt the power will come back on in an hour.

Have each sentence read. Ask pupils to identify words containing *ou* or *ow* standing for the /ou/ sound.

Recognizing and
identifying
correspondences
/ü/ou, /u/ou

Explain to the pupils that *ou* sometimes stands for sounds other than the sound heard in *found*.

Write *group* and *double* on the board. Have the words pronounced and the letters that stand for the vowel sound in each word identified. Pronounce the words again and note that the vowel sounds are different, even though *ou* represents them. Lead the pupils to generalize that the letters *ou* sometimes stand for the sound heard in *moon* and the sound heard in *cup*, as well as for the sound heard in *found*. Stress, though, that in decoding an unfamiliar word containing *ou*, it is best to try the sound heard in *found* first, since *ou* represents that sound more often than the others.

Place the following words on the board:

couple	shout	mountain	you	trouble
route	young	country	our	ground
touch	youth	through	soup	couch

On another part of the board print *moon*, *cup*, and *found* as headings. Call on pupils to pronounce each word in the word list and tell under which heading the word belongs according to its vowel sound. Write the word under the designated heading each time.

When all the words have been pronounced and allocated, ask pupils to read the words under each heading, to make sure the *ou* stands for the vowel sound heard in the heading.

Write this sentence on the board and have it read.

I guess the guard has gone home.

Call attention to the fact that the sound represented by *g* in *gone* may also be represented by the letters *gu*, as in *guess* and *guard*.

Place the following words on the board and let volunteers try to pronounce them.

guest

guilty

guitar



For reinforcement of the /g/**gu** correspondence, duplicate the following exercise and distribute copies to the pupils for independent work.

Choose the word that belongs in each blank and print it on the line. Then read the sentence to be sure it makes sense.

1. _____ what I've _____ in my hand. Guess got
2. The _____ was standing by the _____. gate guard
3. Grandpa _____ Mark a _____ for his birthday. gave guitar
4. The _____ were enjoying the _____. garden guests
5. The _____ man had taken all the _____. guilty gold
6. The big dog will _____ the _____ coats. guests' guard

If preferred, the exercise may be done on the board.

Write the words *tongue* and *rogue* on the board and pronounce them for the pupils. Call attention to the *gue* standing for the /g/ sound. Explain that there are a few words that end in *gue*, with the *gue* standing for the /g/ sound.

Structural Analysis

Elicit from the pupils what a suffix is. Then put the following words on the board:

warmest
collection

worker
dusty

fearless
wonderful

faster
rudely

sickness
discussion

Have each word pronounced. Each time, call upon one pupil to identify the suffix by spelling and another pupil to say the root word. Underline each suffix as it is identified.

Write the following phrases on the board:

a dread mistake
the cat's blind
fast than the thieves
the wrong direct

early than Janey
the big of all
a wicked and thought boy
a pocket of gold pieces

Call upon pupils to add the appropriate suffix to each underlined word, pronounce and spell the suffixed word, and read the completed phrase aloud.

Syllabication

Dividing into syllables
words with prefixes
and/or suffixes

Recall with the pupils the way words with prefixes, suffixes, or both are divided into syllables. Then put the following words on the board, omitting the stars, and call upon pupils to tell where each word should be divided.

*fairness	prepare	*delightful	*disown	becoming
exclaim	winner	awareness	lonely	station
bravest	recall	*heartless	depart	*unlucky

When all the words have been divided, point to the starred words and discuss with the pupils how dividing the words into syllables can be a help in decoding them.

Spelling

Spelling useful words:
after, also

Write these sentences on the board:

Geppetto ran after Pinocchio.
He also called, "Come back!"

Have the sentences read aloud. Call attention to the underlined words and discuss the spelling. Note that *after* is spelled the way you think it should be, according to its sound. Point out the *a* standing for the unglided /o/ sound before *l*, and the final *o* in *also*. Ask volunteers to use the words in other oral sentences. Then have the pupils enter the words in the list of useful words in their spelling notebooks.

Spelling words: study,
double, field

Write *study*, *double*, and *field* on the board and have them pronounced. Discuss the spelling of each word, calling attention to the final *y* standing for the glided /ē/ sound in *study*; the *ou* standing for the unglided /u/ sound and the *le* ending in *double*; the *ie* representing the glided /ē/ sound in *field*.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on the worksheets. The words may be presented in sentences such as:

Pinocchio wouldn't study his lessons.	study
Those plants will double in size in a month.	double
The farmer plowed the field nearest the road.	field

If a pupil misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying similes; producing similes to complete sentences
Recognizing, identifying, and producing command sentences
Recognizing and identifying uses of apostrophes; punctuating sentences

Recognizing the importance of word order in sentences; recognizing, identifying, and producing correct word order
 Recognizing, identifying, and producing compound and complex sentence patterns using the sequence words *as, while when, and and then*
 Recognizing, identifying, and using irregular past tenses *threw, ate, sold, heard, thought, caught, spoke, and spent*
 Recognizing, identifying, and using adverbs
 Recognizing, identifying, and producing alphabetic sequence

Materials Needed

The readers
 Pocket chart and word cards required under "Sentence Building"
 Period cards and question mark cards
 Lined paper or notebook for each child in the group

Sentence Awareness

Recognizing and identifying similes

Have the pupils turn to page 15 in their readers and read the third paragraph.
 "How quickly did Pinocchio get inside the theater? What else might Pinocchio have been 'as quick as'?"
 "Now read page 16 of the story. How wide was Fire Eater's mouth? What else might his mouth have been 'as wide as'?"

Recognizing and identifying command sentences

For each of the examples above, have the pupils suggest three or four other comparisons.
 Have the pupils turn to the second-last paragraph on page 15 and find the sentence: "Give us our play." Elicit that this kind of sentence is called a command sentence and recall with the group that a command sentence tells or commands someone to do something.

Have the children locate and read other command sentences in the story (pages 14, 17, 19, 20, 21, 23).

Recognizing and identifying uses of apostrophes

Ask the children to turn to page 13 in their readers and find the word *Geppetto's* in the first paragraph. Have the pupils note the apostrophe and elicit that 's in the phrase *Geppetto's supper* means that the supper belongs to Geppetto.

Have the pupils find the contractions *Don't* and *It's* on page 15 and note the apostrophe in each one. Recall that the apostrophe shows readers that a letter has been left out of the second word represented in a contraction. Elicit that the contractions take the place of the long forms *Do not* and *It is*; the letter *o* has been omitted from the former, and the letter *i* has been left out from the latter.

Have the pupils find other contractions and possessives in this story and note the position of the apostrophe in each one.

Sentence Building

Recognizing the importance of word order in sentences; recognizing, identifying, and producing correct word order

Print the following words on the chalkboard, or use the pocket chart and arrange word cards in the order given below.

long ago Italy Pinocchio time in lived a

Have the children take turns selecting the words in order and moving the cards down to the next pocket to form the correct sentence, or print the sentence on the chalkboard as the children give the words. Have the sentence read, and ask the children whether it is correct now and why it is correct. Elicit that a period is necessary at the end of the sentence. Ask a child to place the period card or print the period on the chalkboard, and then have the sentence read once more.

Continue in the same manner to have the pupils indicate the correct word order for the following scrambled sentences.

1. sold Geppetto a coat to schoolbook his buy
2. stage marionettes Pinocchio the saw The on
3. a you adventure would How little like
4. Two pounced black Pinocchio on shapes

*Recognizing,
identifying, and
producing compound
and complex sentence
patterns using the
sequence words as,
while, when and and
then*

Print the following exercise on the chalkboard. Have the children read silently the connectives at the top and each pair of sentences that follows.

Direct the children to form each pair of sentences into one sentence with the use of one of the sequence words listed at the beginning of the exercise. Print the newly-formed sentence on the chalkboard as it is given by the pupils and then have them note what changes occurred in punctuation, capitalization, and wording. In most of the sentences, more than one of the connectives may be used correctly.

as while when and then

1. The little boy stayed at home. The other children played on the lawns.
2. Pinocchio talked rudely to Geppetto. Geppetto was carving him into shape.
3. Pinocchio heard the sound of pipes and drums. He was going down the street.
4. Pinocchio hadn't gone far. He heard a tiny voice.
5. The gold pieces jingled in Pinocchio's mouth. He tried to say something.
6. Pinocchio pounded on the door. He went inside.
7. Curt will take the picture. The sun is out.
8. Pinocchio jumped across a river. He ran through a field.
9. Pinocchio stopped suddenly. He was about to skip down the street.

To reinforce correct usage of the irregular past tenses listed on the left, ask the children questions such as the following and have them answer in complete sentences, using the appropriate verb forms.

1. "Why did Pinocchio throw himself around the room when he was still just a stick of wood? What did you throw away today?"
2. "Why did Pinocchio eat all of Geppetto's supper? What did you eat for supper yesterday?"
3. "Why did Geppetto sell his coat? What did the store clerk sell to you?"
4. "What did Pinocchio hear when he was on his way to school? What did you hear in the school yard today?"
5. "What did Pinocchio think about as he was about to skip down the street on his way to school? What did you think about on your way to school today?"
6. "In the theater, whom did the marionettes catch sight of? Whom did you catch sight of in the school yard?"
7. "Why did Pinocchio speak to Fire Eater? To whom did you speak today?"
8. "On what did Pinocchio spend his father's money? On what did you spend your money?"

Print the following exercise on the chalkboard. Have the children read silently the words at the top and each sentence below. Then have the children take turns completing the sentences orally, using one or more of the listed adverbs each time. Encourage the pupils to have the adverbs make sense in each sentence.

rudely proudly quickly softly happily

1. Pinocchio talked back _____ to old Geppetto.
2. Off went Pinocchio _____ and _____ on his way to school.
3. The cat pulled his paw back _____.
4. _____, Pinocchio bit the hand of one of the thieves.
5. The fairy's blue hair fell _____ around her face.
6. Kate turned her back _____ on her friend.
7. Randy _____ showed his school work to his mother and father.
8. Walk _____ because the baby is sleeping.
9. The children ran _____ in the park.

Print the following sentences on the chalkboard and read them with the children. Have the pupils take turns composing similes to complete the sentences. Encourage them to suggest a variety of similes for each sentence.

1. Pinocchio was as quick as _____ when he went inside the theater.
2. Fire Eater's mouth was as wide as _____.

*Recognizing,
identifying, and using
irregular past tenses
threw, ate, sold, heard,
thought, caught, spoke,
and spent*

*Recognizing,
identifying, and using
adverbs*

*Producing similes to
complete sentences*

Recognizing,
identifying, and
producing command
sentences

3. His teeth were as yellow as _____.
4. The water in the pond is as _____ as _____.
5. The winter day was as _____ as _____.
6. The lights in the house windows shone like _____.
7. The runner raced across the field like a _____.
8. The fire was as bright as _____.
9. She was as cheerful as _____.

Print the following sentences on the chalkboard and have the children read them silently and aloud. Have the pupils take turns identifying the command sentences and underlining them. Encourage the children to explain how they know they are command sentences.

1. Please wait for me.
2. Give me that book, please.
3. Where is your coat?
4. Don't listen to those who promise gold overnight.
5. Curt and Jane are playing football.
6. Be careful crossing the street.
7. Take this box to Marty, please.
8. What a spooky show!
9. Answer the phone, please.
10. You must feed your pet now.

After the exercise is finished, have the pupils compose two or three command sentences of their own and print them on their lined papers. Then have them take turns reading their sentences aloud.

Punctuation

Recognizing and
identifying uses of
apostrophes;
punctuating sentences

Print the following sentences on the chalkboard and have the pupils read them silently and aloud.

1. Pinocchio ate all of Geppettos supper.
2. Geppetto couldnt afford a schoolbook for Pinocchio.
3. Whats going on here?
4. "Ill cook your roast of lamb," said Pinocchio.
5. Where are the pencils?
6. We saw the farmers truck at the market.
7. Mike spoke to the farmers at the market.
8. Kate and Jane think theyve lost their pet.
9. The cats eye popped open.

Guide the pupils as they take turns inserting the apostrophes. Two sentences contain words that do not require apostrophes.

Dictionary Skills

Recognizing,
identifying, and
producing alphabetic
sequence

Print the following groups of words on the chalkboard in the order shown. Have the pupils establish the correct sequence of the words in each group and print them on their lined papers in alphabetical order.

- | | | | | | | |
|---------------|------------|----------|-----------|---------|--------|--------|
| 1. marionette | field | Italy | advice | suffer | double | |
| 2. Pinocchio | wood | early | theater | lantern | chirp | |
| great | | | | | | |
| 3. jacket | noise | room | brought | upon | happy | yet |
| once | | | | | | |
| 4. study | kitchen | zebra | quick | if | van | gold |
| | | | | | | parlor |
| 5. exclaimed | woodcarver | Geppetto | introduce | shine | | |
| promise | cricket | manager | | | | |

WRITING

Objectives

Learning to write the letters *h* and *k*

Discussing alternative story developments and story endings

Recalling adventure story elements

Applying comprehension, decoding, language, and printing skills to produce personal writing

Proofreading stories

Materials Needed

Handwriting notebook for each child in the group

Lined papers and/or notebooks for personal writing

The readers

Handwriting

*Learning to write the
letters h and k*

For this writing lesson, teach the pupils how to write the lower-case form of the letters *h* and *k*.

First, demonstrate the writing of the letter *h* two or three times at the chalkboard. Then continue with the suggested demonstration and practice procedure.



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations and words. Use the pertinent portions of the procedure suggested for the demonstration and practice of a single letter. Pay particular attention to the formation of the joining strokes and give the pupils whatever guidance is necessary to form the combinations correctly. In each case, be sure the pupils can write the combination correctly before practicing the next one.

Column 1

ha

hi

ho

he

Column 2

ih

huh

sh

eh

Column 3

wh

his

hut

that

ah

gh

wish

ch

ph

hop

th

oh

Follow the foregoing procedure to teach the children how to write the lower-case form of the letter k.



When the pupils can write the letter k correctly, have them practice the following letter combinations and words.

Column 1

ka

ki

ku

ke

ko

kr

Column 2

ak

ik

uk

ek

ok

quack

Column 3

leak

tike

duke

keg

Directed Writing

Ask the children what part of the story about Pinocchio they liked best. Then suggest that the last part of the story might have happened in a different way.

Print the following passage from the story on the chalkboard, but change the third sentence as shown.

Discussing alternative
story developments
and story endings

On ran Pinocchio. The thieves splashed out of the water and went after him faster than ever. Suddenly Pinocchio came to a field of thorns. . .

With the group, discuss some ideas for new story developments and possible different endings. Elicit that the story endings must make sense with what has happened earlier in the story.

Recalling adventure story elements

After the children have suggested some alternative story ideas, recall the elements of an adventure story. Print the adventure-story questions on the chalkboard. (*Who is in the story? What is the adventure? Where does the adventure happen? What is exciting or dangerous about it? How does the story end?*) Have the pupils tell the answers to the questions they found in the reader story about Pinocchio.

Creative Writing

Personal Writing

Have the pupils copy the "Pinocchio" passage from the chalkboard. Direct them to continue the story and write their own ending.

Some pupils might like to write about further adventures of Pinocchio. Suggest that they reread the last paragraph of the reader selection and then write their own Pinocchio stories.

Remind the children to proofread their stories, make the corrections, and rewrite all or part of the stories, if necessary.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying new words

Recognizing and identifying phoneme-grapheme correspondences /ou/ **ou**, /ou/ **ow**, /u/ **ou**, /ü/ **ou**

Recognizing and identifying suffixes *er, est, ly, y, ful, less*

Decoding Skills: Word Meaning

Objective

Recognizing and identifying new words

Number of Players

One to Five

Materials Needed

One laminated "On Target" board
Small blocks in a box

On Target



Procedure

Each player takes a turn at tossing a small block onto any square of the board. The player must then read the word in the indicated space and use it in a sentence. If correct, the player keeps the block. If incorrect, the player returns the block to the box. The player with the most blocks at the end of the game is the winner.

Objective

Recognizing and identifying phoneme-grapheme correspondences /ou/ **ou**, /ou/ **ow**, /u/ **ou**, /ü/ **ou**

Number of Players

Two to Four

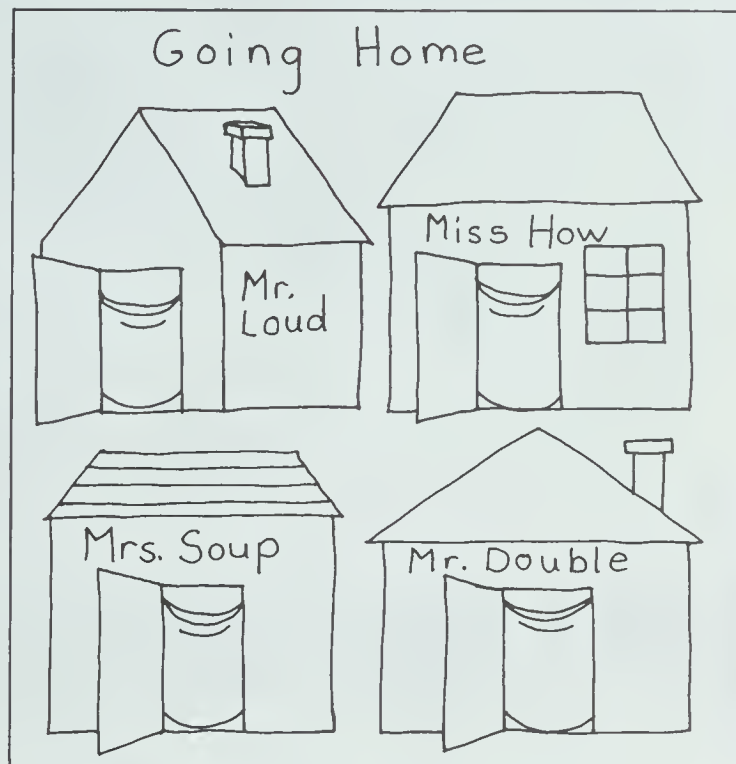
Materials Needed

One "Going Home" board
Cards for words such as: *loud, round, cloud, bound, house, mouse, shout, about; how, now, cow, chow; trouble, couple, young, country; coupon, wound, group, cougar*

Procedure

One child is chosen to be "It" and holds all the word cards. Each player by turn asks for a card, reads the word on it, and then delivers it to the "correct address."

Going Home



Objective

Recognizing and identifying suffixes *er, est, ly, y, ful, less*

Number of Players

Two to Four

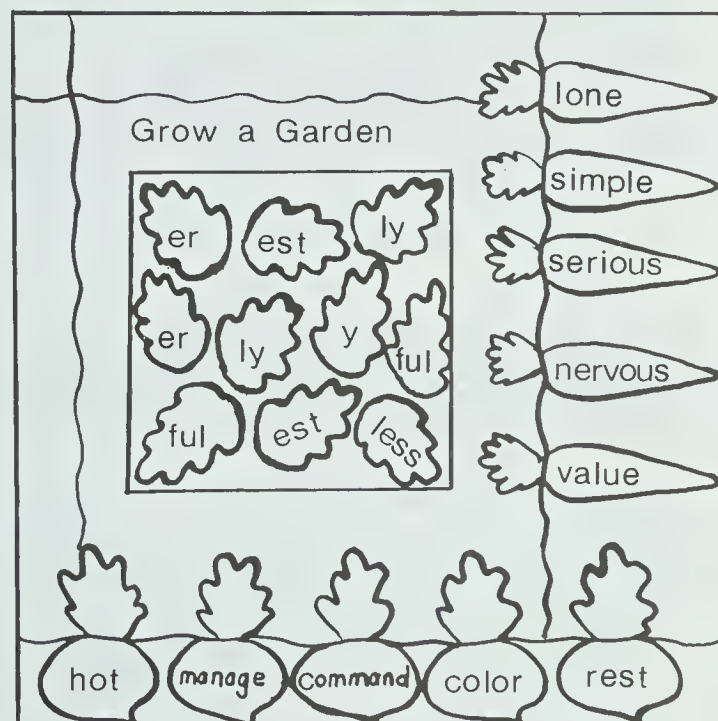
Materials Needed

One "Grow a Garden" board
Set of vegetable-shaped cards with root words such as: *lone, simple, serious, nervous, value, rest, color, command, manage*; set of leaf-shaped cards with suffixes *er, est, ly, y, ful, less*

Procedure

One player shuffles the root-word cards and deals five to each player. These are placed on the player's side of the board. The leaf-shaped cards are placed in the center of the board, word side down. The players take turns to "pick the leaves" and add them to their root words. The first child to "grow a garden" is the winner.

Grow a Garden



COMPREHENSION

Using the table of contents
 Discussing title
 Formulating questions
 Observing picture details
 Inferring feelings; drawing inferences
 Drawing conclusions
 Recalling details; verifying answers
 Reading interpretively
 Identifying problem and its solution
 Discussing nicknames
 Valuing
 Describing character's personality
 Identifying the main idea
 Recognizing and identifying cause-and-effect relationships

INTEGRATIVE OPTIONS

Drama — making a radio show; role playing problem situations
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
 Observing special words
 Recognizing and identifying phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c, /g/g, /j/g, /o/a before l and ll, a after w
 Recognizing and identifying meaning of compound words
 Dividing compound words into syllables; applying syllabication in decoding words
 Observing the spelling of useful words; of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying tag phrases and direct speech
 Recognizing and identifying uses of capitalization; capitalizing sentences
 Noting use of abbreviation
 Recognizing, identifying, and producing compound sentence patterns using *and*
 Recognizing, identifying, and producing variation in sentence patterns
 Recognizing, identifying, and using the irregular past tenses *began, knew, meant, met, told, bit, grew, wore, were*
 Recognizing and identifying pronouns and antecedents
 Punctuating a paragraph: periods, commas, question marks, quotation marks, and apostrophes

WRITING

Learning to write the letter *b*
 Recognizing and identifying direct speech, tag phrases, and narration; punctuating story passage; verifying punctuation
 Developing cooperative story; punctuating direct speech
 Identifying speaker identification words
 Integrating speaking, writing, reading, and listening relationships to build a vocabulary chart
 Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c, /g/g, /j/g
 Recognizing and identifying glided vowels at the end of some words
 Recognizing and identifying compound words

Literary Appreciation**

Relating picture and story
 Drawing inferences about story characters' feelings; about story situation
 Reading interpretively
 Valuing story
 Describing character's personality
 Reading supplementary books

Listening**

Listening attentively in discussions
 Listening to identify phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c, /g/g, /j/g, /o/a

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Discussing title
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Discussing nicknames
Valuing
Describing character's personality
Identifying the main idea
Recognizing and identifying cause-and-effect relationships

Developing Pupil Inquiry

Have the group find the title of the story in the table of contents. Write the title on the chalkboard and ask whether anyone can read it. If no one can, read the title for the pupils.

Let the children discuss the title. "What is a transistor? What kinds of things are made with transistors in them?"

Ask the pupils what questions they would like to have answered as they read this story. Develop a question box as in previous lessons.

Ask the pupils on what page the story begins. Suggest that they turn to the story to see what they can find out about Little Transistor.

Have the children look at the illustration on page 27. "What is happening in the picture? What is the girl carrying in her hand? How does she feel about the music? How do the boys in the picture feel? Why do you think they feel this way?"

Let the children look at the illustrations on the remaining pages of the story. "What do you think is happening in the picture on page 28? How is the girl feeling? What might the other people in the family be saying to her? How is the girl feeling on page 30? Why might she be feeling this way?"

Ask the children whether there are any other questions they would like to pose about the story. If so, add these to the question box and have the pupils read them. Some examples of questions the pupils might ask are:

Who is Little Transistor?
Does her radio bother anyone?

"Now read the story to see what answers you can find to your questions."

Developing Pupil Response

Have the pupils read the story silently. When they finish reading, refer to the questions in the question box and ask: "Did you find the answers to your questions?" Have the children tell in their own words the answers they found, and then verify their answers by reading aloud the pertinent story lines.

Remind the children that certain words in sentences should be emphasized more than others to bring out the meaning and lend interest to oral reading. Call upon volunteers to read the following sentences from the story, emphasizing the italicized words to show how this brings out the meaning.

At *first* the radio filled our house with Christmas carols.

Using the table of contents

Discussing the title

Formulating questions

Observing picture details; inferring feelings; drawing conclusions

Drawing inferences

Formulating questions

Reading

Recalling details; verifying answers

Reading interpretively

We could hardly even *think*.
 It was quiet in our house *only* when Tonina was sleeping.
 "Home means *peace* to me."
 "I can't study or do my homework."

Have the pupils take the parts of the characters in the story and read orally the sections containing dialogue. Have them constructively criticize one another's oral reading and offer suggestions about how to make improvements in expression, tone, and word emphasis. Let the children repeat dialogue and practice until they are satisfied with the performances.

Reading for enjoyment

Then let the children work in pairs and read the story to one another for enjoyment.

Synthesizing

Discussing nicknames

1. "What is a nickname? Why did the family give Tonina the nickname Little Transistor? Do you or anyone in your family have a nickname? If so, what is the nickname and how did it get started? Is it fair to call someone a nickname they dislike?"

Valuing

2. "What was the problem in this story? How was the problem solved at first? Why was the family not happy with this solution?"

Identifying problem and its solution

3. "How did Tonina finally solve the problem?"

Describing character's personality

4. "Which of the following words do you think describe Tonina — mean, thoughtless, selfish, cheerful, and stubborn? Back up your answer by giving examples of her behavior in the story."

Drawing inferences

5. "Why did the family like Tonina's own songs so much better than her radio's songs?"

Developing Comprehension, Research, and Listening Skills

Identifying the main idea

Literal Comprehension. Print the following paragraphs on the chalkboard or duplicate copies to distribute to the pupils. The children are to read each paragraph, decide what they think the main idea of the paragraph is, and then cross out the sentence that does not fit in the paragraph or contribute to the main idea. The activity may also be done orally. Read each paragraph through to the pupils, asking them to listen for a sentence that does not belong. Then read the paragraph a second time so that they can select this sentence.

1. For Christmas my sister got a new radio. The box of the radio is black and it has a white carrying strap. Her name, Tonina, is printed in big white letters on the case. She plays Christmas carols on her radio all day. I have a bike.

2. No one in my family wanted to listen to Tonina's radio all day. My father stayed in the garage to work. My mother took long walks in the park. There are many ducks in the pond in the summer. My brother and I stayed in my room and closed the door so we could not hear the loud music.

3. Then one day Tonina started to sing songs she made up herself. She wrote down the words to her songs in a notebook. She sang her songs into the tape recorder so that she would remember the tunes. My brother got a tape recorder two years ago, in Calgary. Then Tonina learned to play her songs on the piano and sing along. It was beautiful!

Critical Comprehension. Place the activity below on the chalkboard or duplicate and distribute copies to the pupils. Have the children read the sentence parts in the left-hand column, and then draw a line to match each with the corresponding part in the right-hand column.

1. Because Tonina played the radio very loudly,

• the family didn't really want to take it away.

2. Because Peter watched too much TV,

• her parents gave her a bigger allowance.

3. Because Curt's bike had a flat tire,

• his homework was never done.

4. Because Tonina's radio was a Christmas gift,

• no one in the house had any peace and quiet anymore.

5. Because Jan would do more to help around the house,

• he was late getting home from school.

Recognizing and identifying cause-and-effect relationships

After the pupils have joined the sentence parts, have each sentence read aloud by a pupil to make sure it has been completed correctly. As each sentence is read aloud, ask the pupils what two things are happening in each complete sentence. After the pupils name the two things (*Tonina plays the radio loudly, and no one had any peace and quiet*), ask them which part is causing the other to happen, and then which part is happening as a result of this cause. In each sentence, stress this relationship with the pupils — that one event is causing another event to happen.

INTEGRATIVE OPTIONS

Drama

Making a Radio Show. This activity involves listening skills as well as those involving drama. In the discussions with the pupils, emphasize the listening skills involved in both enjoying a radio show and in producing one.

“What things did the family hear on Tonina’s radio? What other kinds of programs can you listen to on the radio?” Let the children discuss the different programs they are familiar with and list them on the chalkboard. If radio plays are broadcast in your area during school hours, have the class listen to one; if not, tape a radio drama and play it for the group. As an alternative, you may be able to obtain records of old radio shows. Have the children discuss the features of the radio play they listened to — music, sound effects, narration, and how it is different from TV.

Let the children discuss what kinds of programs and features they want to include in their radio show. Some suggestions are listed below.

News: Stories of interest around the school could be reported. Newspaper items of interest to children could be adapted. A wacky news show of humorous and fantasy stories could be concocted.

Interviews: A famous person could be researched for an “interview with history.” An interesting person in the community could be interviewed about his or her work or past. A roving reporter could talk to children around the school to get their opinions on questions such as, “Should the summer vacation be shortened? Is TV bad for children? What things would you like to see changed around our school?”

Hobby Time: Ask children and teachers around the school and people in the community to talk about their hobbies. Have someone instruct the audience in some skill such as bird watching, cooking, or skate boarding. Student writers from various grades could read their stories or poems.

Plays: A fairy tale, an adventure or mystery story, an original story, an open-ended tale are just some of the things the children could adapt and perform as a radio drama. Encourage the children to use music and sound effects in their production. Sound effects could be taped around the school and outdoors or could be reproduced on the spot in the classroom, for example: crunch cellophane to suggest fire, rub sandpaper blocks to suggest a train, pour rice over a ping pong ball to suggest rain, drop metal pie plates on the floor to suggest a collision, loudly close a heavy book to suggest a slammed door.

Have the children write and practice the programs they wish to present. Give them any help and suggestions they need with their work.

When they are ready to record, have them practice using the tape recorder to familiarize themselves with its mechanical workings and also how to use their voices and the microphone effectively together. Test recordings should be made.

After the various programs are recorded they should then be assembled in a show complete with announcers and music. The show could then be presented on the public address system in the school for the enjoyment of other classes.

Role Playing. Have the children recall the method used by the family in the story to solve their problem with Tonina and her noisy radio. Have the children act out a family conference about one or more of the problem situations below. Draw to the pupils’ attention that each

problem situation given is a cause that will have definite effects, and allow time for them to speculate about what some of these effects might be. Have four or five members of the group take the roles of the parents and children, discuss the situation, present their different points of view, and come to a solution of some sort. The other children should watch the discussion and then evaluate the arguments presented and the solution. If they wish, another group could act out the situation a second time to work out a different solution.

1. A child brings home a kitten without discussing it with the other family members ahead of time.
2. Two children sharing a bedroom disagree about how it should be decorated and how neat it should be kept.
3. The girl in a family thinks it isn't fair that she should be expected to help out around the house while her brother doesn't do anything.
4. The children in a family want a bigger allowance from the parents.
5. The mother in a family is going to get a job and the family discusses how things will be different around the house as a result.

Book Center

Bottner, Barbara. *Jungle Day*. Delacourte.

A pesky younger brother helps his sister with her problem.

Hurwitz, Johanna. *Busybody Nora*. Morrow.

Young Nora tries to get to know all the people in her big apartment building.

Lane, Carolyn. *The Winnemah Spirit*. Houghton Mifflin.

Sally tries hard to get her sister Emma accepted by the other girls at camp.

Wells, Rosemary. *Don't Spill It Again, James*. Dial.

James learns to cope with his older, bossy brother.

Film Center

Our Family Works Together. 10½ mins. Coronet.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /s/ **s**, /z/ **s**, /k/ **c**, /s/ **c**, /g/ **g**, /j/ **g**

Observing final vowels representing glided sounds

Recognizing and identifying the phoneme-grapheme correspondences /o/ **a** before / and /l/, after w

Recognizing and identifying compound words

Dividing compound words into syllables; applying syllabication in decoding words

Observing the spelling of useful words

Observing the spelling of spelling words

Materials Needed

Duplicated worksheets or a set of cards numbered 1-6 for the exercise on using context clues

Lined worksheets for the spelling exercise and dictation

Spelling notebooks

Word Meaning

New Words: transistor, music, Tonina, ourselves, Mikiel, cackling, though, special

Decodable Words: gift, bother, appear

Enrichment Words: carols, solution, typewriters, telephones, batteries, waffles

Duplicate and distribute copies of the exercise below to the pupils for independent work.

Find the word that belongs in each sentence and write it on the line. Then read the sentence again to be sure the word makes sense in it.

transistor
music
ourselves
cackling
though
special

1. Do you like country and western _____?
2. That makes a noise like a _____ hen.
3. They planned a very _____ treat for Tonina.
4. We went downtown all by _____.
5. Tonina carried the _____ radio around with her.
6. I like that story even _____ it makes me cry.

When the pupils have finished the exercise, discuss with them the word or words in each sentence that helped them to know which word belonged in the sentence.

If preferred, the exercise may be done on the board, with the pupils using numbered cards to provide multiple response.

Write *though* and *special* on the board and have them pronounced. Call attention to the unexpected aspects of the words: *though* — the *ough* standing for the glided /ō/ sound; *special* — the *ci* standing for the /sh/ sound.

Phonemic Analysis

Remind the pupils that the letters *s*, *c*, and *g* each may stand for more than one sound. Put the following words on the board:

suffer music introduce gold package

Have each word pronounced and the sound that *s*, *c*, or *g* stands for identified. Note that *music* contains both the /z/ **s** and the /k/ **c** correspondences.

Place the following words on the board:

simply	cause
reason	course
desert	nervous
fossil	miserable

Point to a word and ask the pupils to think, not say, how it is pronounced. If they think the *s* stands for the /s/ sound as in *suffer*, they are to raise their hands. If they think the *s* stands for the /z/ sound as in *music*, they are to nod their heads. When the decision has been made, have the word pronounced, to make sure the selected sound is the right one. Continue in this manner with the other words.

Follow the same procedure with the /k/ **c** and /s/ **c** correspondences, using these words:

second	center
advice	piece
cackle	automatic
carve	decide
price	carol

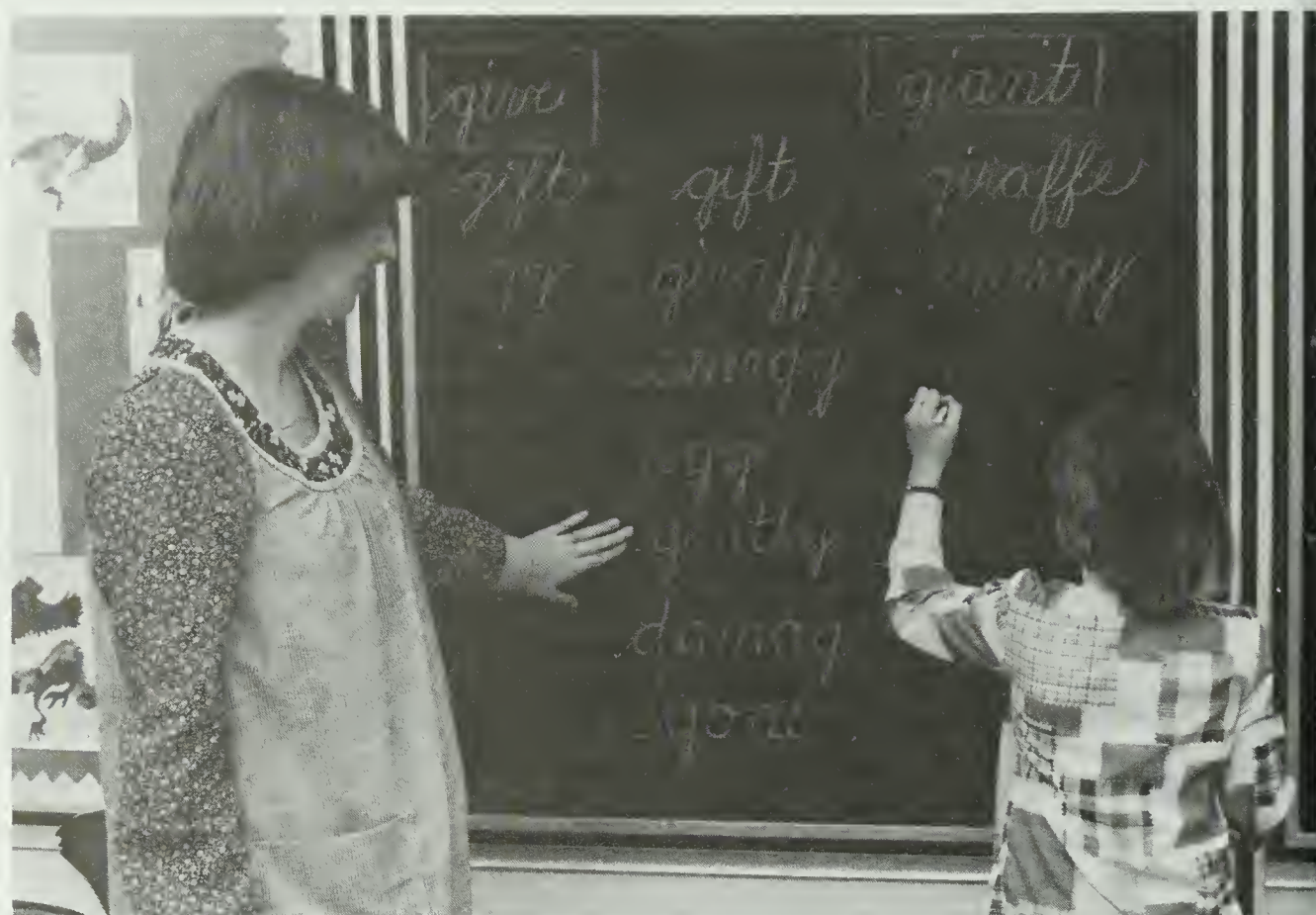
Recognizing and
identifying new words,
using context clues

Observing special
words

Recognizing and
identifying
correspondences /s/ **s**,
/z/ **s**, /k/ **c**, /s/ **c**, /g/ **g**,
/j/ **g**

Repeat the procedure once more with the /g/ **g** and /j/ **g** correspondences, using these words:

games	gently
gift	egg
damage	together
change	energy



Observing final vowels
representing glided
sounds

Place the following words on the board:

hero	echo	go	she
no	radio	so	me
study	cry	worry	
early	sly	shy	

Have the words pronounced. Elicit from the pupils that the words all end with a vowel and that the vowel stands for a glided sound.

Recall that a vowel representing a sound at the end of a word usually stands for a glide sound. This is particularly true of the vowels *o*, *y*, and *e* when *e* is the only vowel in a short word or a syllable.

Explain that this rule does not apply to the vowel *a*. In words ending in *a*, the final syllable receives little stress and the final sound is very lightly spoken. Put *idea*, *Grandma*, *Grandpa*, and *Tonina* on the board, and call upon a pupil to pronounce them as the rest of the pupil listens for the final sound.

Write *all*, *also*, and *water* on the board. Ask pupils to pronounce the words as the other listens for the sound *a* stands for in each one. Have the sound identified as the unglided /*o*/ sound. Recall with the pupils that when *a* comes before *l* or *ll*, and when *a* follows *w*, it very often stands for the unglided /*o*/ sound.

Warn the pupils that there are many exceptions to this rule. To demonstrate, put *balcony*, *corral*, *valley*, *swam*, and *wag* on the board and have them pronounced. Point out, too, that when *a* stands for the glided /*ā*/ sound, *w* and *l* do not influence the sound. Demonstrate with *tale* and *way*.

Recognizing and
identifying
correspondences /*o*/ *a*
before *l* and *ll*; after *w*

Now, write these sentences on the board:

Get some water and wash the chalk marks off the table.
I almost swallowed my gum.
We watched a small swan hide in the tall grass.
I always want to talk when I shouldn't.
Have you swatted all the flies already?

Have each sentence read aloud. Call upon a pupil each time to come to the board and underline all the words in which a represents the unglided /o/ sound before / or // or after w.

Structural Analysis

Elicit from the pupils that a compound word is made up of two smaller words joined together. Write the words below on the board and have pupils identify the smaller words that make up each compound.

woodcarver	downstairs	homework	countryside
worthwhile	earphones	notebook	loudspeaker

Write the following sentences on the board. Have the pupils select, from the compound words above, a word that belongs in each sentence.

Joe uses _____ to listen to his radio.
The _____ is beautiful in the spring.
It took Maria an hour to do her _____ last night.
Where did you put your spelling _____?
Mr. Mugs rushed _____ when he heard the door bell.

Syllabication

Place these sentences on the board:

Mom put the new placemats on the table.
The towtruck took the car to the garage for repairs.
Do you want a milkshake or some pop?
Dad made a fire in the fieldstone fireplace.
That is a backbreaking job.

Ask the pupils to read the sentences to themselves. Call attention to the underlined words and explain that they are all compound words. Elicit from the children that two-syllable compound words are divided into syllables between the two smaller words that make up the compound; that compound words with more than two syllables are first divided between the two words that make up the compound, then the part that has more than one syllable is divided according to the syllabication rule that applies.

Have the pupils decode the underlined words. Give as much help and guidance as necessary. First have the compound word divided into syllables. Discuss how decoding each part separately can help in arriving at the pronunciation of the whole word. Then consider how knowing the meaning of one or both smaller words and noting how the whole word is used in the sentence can help in discovering the meaning of the compound.

Spelling

Place the following words on the chalkboard.

home	sing	house	needle
wood	out	shop	radio
book	room	cackle	chair

Ask the pupils to make as many compound words as they can, using the word *work* in combination with any of the above words. They may add *work* to either the beginning or the end of the word, but the compound word made must be a real word. As the pupils make the compound words, have them make up sentences using the words.

Spelling words: music,
 though

Place *music* and *though* on the board. Have the words pronounced and discuss the spelling, calling attention again to the *s* standing for the /z/ sound and the final *c* in *music*; the *ough* standing for the glided /ō/ sound in *though*.

Ask the pupils to copy each word five times on their worksheets, checking each time to sure the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on the worksheets. Sentences such as the following should be used to present the words.

Marie is taking music lessons. music
I'll do that, though I don't want to. though

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying tag phrases and direct speech; noting punctuation

Recognizing and identifying uses of capitalization; capitalizing sentences

Noting use of abbreviation

Recognizing, identifying, and producing compound sentence patterns using the connective *and*: compound subjects, predicates, and objects; compound sentences from two simple sentences

Recognizing, identifying, and producing variation in sentence patterns

Recognizing, identifying, and using the irregular past tenses *began*, *knew*, *meant*, *met*, *told*, *bit*, *grew*, *wore*, and *were*

Recognizing and identifying pronouns and their antecedents

Recognizing and identifying use of periods, commas, question marks, quotation marks, and apostrophes; punctuating paragraph

Materials Needed

The readers

Pocket chart, phrase cards, period cards

Lined papers or notebooks

Sentence Awareness

Have the children turn to page 26 in their texts and read the last paragraph.

"Who is speaking in this part of the story? How do you know? What words tell you that Tonina is speaking?"

"Now read the first paragraph on page 28. Who is speaking? Read the words that tell you who is speaking."

"Who is speaking in the next paragraph? How do you know?"

"Who is speaking in the next line? Who is speaking next?"

"Read the last three lines on this page. Who is speaking in the third-last line? Who is speaking in the last two lines? How do you know?"

"What did Mikiel say in the third-last line on this page?" Have a volunteer read Mikiel's words while the others listen to be sure that only direct speech is included in the reading.

"How do you know that these are the words that Mikiel said?" Elicit that the "said" phrase and the quotation marks at the beginning and end of Mikiel's words tell readers exactly what he said. Also have the children note the position of the comma.

Have the children look through the story to find and read other words that tell who is speaking and to find and read direct speech. In each example discussed, ask the children to note the position of the quotation marks and other punctuation.

Recognizing and
identifying tag phrases
and direct speech;
noting punctuation

Recognizing and identifying uses of capitalization

Ask the pupils to turn again to page 26 in their readers and have them locate capitalized words in the text. Elicit that capitalization occurs in the words that make up the title of the story; at the beginning of each sentence; at the beginning of direct speech; at the beginning of the word *Christmas*; at the beginning of the names *Tonina*, *Little Transistor*, *Little T*, and *Mikiel*; in the words *TV* and *I*, and in the words *Ooh* and *Boop*. Briefly discuss the reason for the capitalization of these words.

Have the children find the names *Mom* and *Dad* and the word *Saturday* on page 28 and note the capitalization.

Noting use of abbreviation

Elicit from the pupils that *Little T* is a short form for *Little Transistor*. Ask the pupils why they think Tonina's family sometimes used this short form. Have the children tell some short forms of names that they know.

Sentence Building

Print the following exercise on the chalkboard and have the pupils read each pair of sentences silently.

1. The fox ran around the rock. The cat ran around the rock.
2. Pinocchio ate his supper. Pinocchio fell asleep.
3. The boy liked flashlights. The boy liked bonfires.
4. The children ran in the dark. The children ran out of the dark.
5. Fire Eater saw Pinocchio. Fire Eater stamped onto the stage.
6. Fire Eater's beard was black. Fire Eater's beard was long.
7. Pinocchio had to pay for the rooms. Pinocchio had to pay for the dinners.
8. My brother stayed in the house. I stayed in the house.
9. The music played. The music played. The music played.
10. Ira liked games. Mike loved books.

Recall with the children that they can join each pair of sentences into one sentence with the joining word *and*. In each case, elicit the required compound sentence and print it on the chalkboard. For example: *The boy liked flashlights and bonfires*. Then have the group note what changes occurred in punctuation, capitalization, and wording. If the pupils have difficulty forming some of the sentences, follow the procedures suggested in the exercises for producing compound and complex sentence patterns in the first two Language Development lessons for "Mr. Mugs Is Kidnapped."

Print the following sentences on the chalkboard, or build one sentence pattern and then the other one, using phrase cards in the pocket chart. Ask volunteers to read the sentences aloud as the others follow along.

We gave Tonina a transistor radio for Christmas.
For Christmas we gave Tonina a transistor radio.

Elicit from the children that both sentences contain the same words but that the phrase *for Christmas* appears in a different place in each sentence. Establish that despite the difference in word order, both sentences have the same meaning and both sentences make sense.

Refer to the following sentences on the chalkboard and direct attention to the first one.

1. Tonina came gliding into the room one day.
2. Because she took her radio everywhere, the family called her Little Transistor.
3. Listen to the music, Mikiel.
4. One Saturday morning we heard a new sound in the house.
5. Tonina bumped into things when she listened to her music.
6. I'll get a notebook and a pen today at noon.

Have the pupils read the sentence aloud, and then formulate a new one by rearranging the words. Print the new sentence on the chalkboard beside or under the original one. Ask a child to read the new sentence aloud, while the others listen to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new sentence.

Continue in the same manner with the rest of the sentences on the chalkboard. Have the pupils formulate the last two or three sentences on their lined papers.

Recognizing,
identifying, and using
the irregular past
tenses began, knew,
meant, met, told, bit,
grew, wore, and were

Print the following sentences on the chalkboard. Have the pupils read each sentence and the words at the end. Direct the children to name the word that correctly completes the sentence. Then print the word in the blank space, or let a child do so, and have the entire sentence read again.

1. Suddenly the stage manager _____ to sneeze. begin began
2. Everybody _____ that Tonina wanted a radio for Christmas. knew knew
3. Tonina _____ to do her homework but she listened to her radio instead. meant meant
4. On his way home, Pinocchio _____ a fox and a cat. meet met
5. Marty _____ her sister a story. tell told
6. The big cat _____ the frog. bite bit
7. Last spring the flowers in the garden _____ quickly. grew grow
8. Tonina was singing because the batteries in her radio _____ out. wore wore
9. Tonina and Mikiel _____ listening to the music. was were

Recognizing and
identifying pronouns
and their antecedents

Print the following pairs of sentences on the chalkboard and have the pupils read them silently and aloud. With the group, note the way the sentences sound repetitious.

1. Tonina loves music. Tonina loves it more than her games and books.
2. Tonina and Mikiel went to the book store. Tonina and Mikiel bought a book for their mother.
3. My brother went on a hike. My brother took his compass with him.
4. Curt and I played with Mr. Mugs. Then Curt and I gave him his supper.
5. Kate, Marsha, and their friends were invited to the party. Kate, Marsha, and their friends had a good time.
6. Yesterday, Mother and Father took me to a magic show. Mother, Father, and I won a prize.

Direct attention to the first two sentences. "What small word can you use in the second sentence to take the place of the name *Tonina*?"

Have a child read the sentence aloud, replacing the underlined word in the second sentence with a pronoun. Erase the word *Tonina* and print the pronoun *She* in its place.

"Now read the sentences again. Do they sound better when you use *She* in the second sentence? Why do you think they sound better?"

Continue in a similar manner with the rest of the pairs of sentences.

Recognizing,
identifying, and using
capitalization

Print the following sentences on the chalkboard and have the children read them silently and aloud. Direct the pupils to copy the sentences on their papers, adding the necessary capitalization as they do so. Then have the children insert the capitalization on the chalkboard and have the sentences read again.

1. tonina and mikiel like to sing songs on saturday.
2. tonina's nickname is little t.
3. curt read the story called switch on the night.
4. randy and i like to watch tv after school.
5. little transistor got a radio for christmas.
6. one day mom said, "we miss the morning quiet."

Punctuation

Print the following paragraph on the chalkboard and have the pupils read it silently.

Tonina likes to sing She likes to sing at home and at school One day she sang a song for her class Do you think the other children liked Toninas song Sometimes her songs can be heard in her neighbors yard too Do you hear Tonina singing Mrs. Brown asked her family Lets ask her to come and sing for us said Chris Brown

Ask a volunteer to find the first sentence in the paragraph and read it aloud. Ask the group whether the sentence is a telling sentence or an asking sentence. When the pupils have identified the sentence, have a child place the correct punctuation mark at the end.

Recognizing and
identifying use of
periods, commas,
question marks,
quotation marks, and
apostrophes;
punctuating paragraph

Continue in a similar manner with the rest of the paragraph. Have the pupils add all the required punctuation marks in each sentence. When the exercise is finished, have the pupils copy the paragraph on their papers and insert all the correct punctuation marks. (The punctuation marks may be erased from the paragraph on the chalkboard.)

WRITING

Objectives

Learning to write the letter *b*

Recognizing and identifying direct speech, tag phrases, and narration; punctuating story passage; verifying punctuation

Developing cooperative story; punctuating direct speech

Identifying speaker identification words

Integrating speaking, writing, reading, and listening relationships to build a vocabulary chart

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebooks

Colored chalks

The readers

Chart paper

Diaries and/or Personal Journals

Handwriting

Teach the pupils how to write the lower-case form of the letter *b*, following the established procedure.



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations and words.

Column 1

Column 2

Column 3

ba

ab

ub

bc

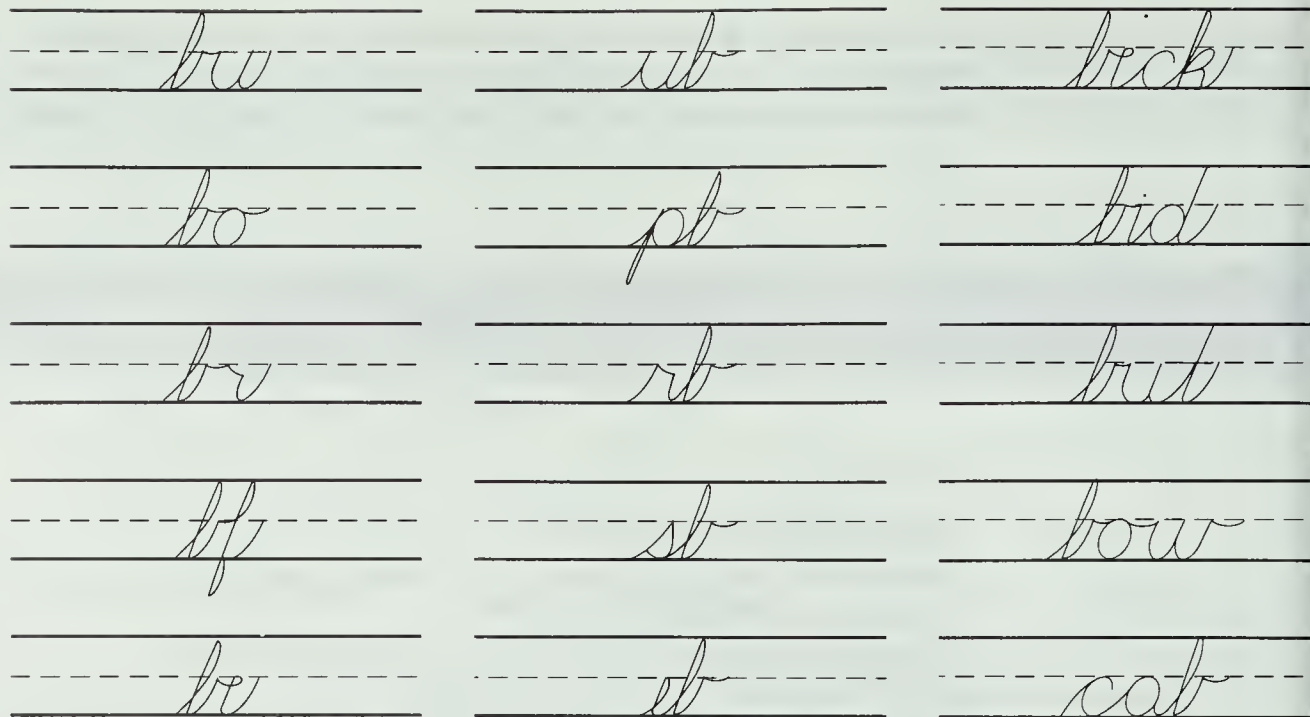
cb

ob

bi

ib

bat



Directed Writing

Recognizing and
identifying direct
speech, tag phrases,
and narration;
punctuating story
passage; verifying

Print the following passage from the reader story on the chalkboard, omitting the punctuation marks as shown.

Then one Saturday morning my mother said, We have a problem. Let's get together and find a solution. Little T turned her radio down so that we could speak.

Tonina Mom said gently we gave you a gift and I wouldn't take it back, but I miss the morning quiet.

I love my music said Tonina.

I hear typewriters and telephones all day said Dad. Home means peace to me.

But it's music she said.

I can't study or do my homework said Mikiel.

You've had that radio only a few weeks I said but already it's driving us crazy.

Have one or two volunteers read the passage aloud while the others follow along silently. Ask the children what story characters are speaking in this part of the story. (Mom, Tonina, Dad, Mikiel, and the speaker of the story) Then have the pupils take turns reading the exact words of the various speakers.

Ask the children to find the words that tell who is speaking and any other words that are not the speaker's exact words. Have the children draw a line under these words. (Then on Saturday morning my mother said; Little T turned her radio down so that we could speak etc.)

Have the pupils complete the punctuation of the paragraph on the chalkboard. Elicit that the words enclosed in quotation marks indicate the speaker's exact words.

After the activity is finished, have the pupils refer to page 28 of the reader to see whether they punctuated the story passage correctly.

Ask the children what they think Tonina and her family said to each other as they were clearing the table on the morning that she sang her songs. Then develop a cooperative chalkboard story using the pupils' ideas. A story such as the following may result. Have the pupils print the required punctuation marks in the story, as it is being developed.

"These waffles are delicious," said Mikiel.

"They're the best I ever ate," Tonina said. "May I have some more?"

Tonina was so excited she ate all her waffles at once. Then she got up from the table.

"I'll clear the table today," she announced.

Recall with the group that various words may be used instead of "said" to identify the characters who are speaking in a story. Make a list of these words on chart paper.

Developing
cooperative story;
punctuating direct
speech

Identifying speaker
identification words;
developing vocabulary
chart

Words To Use Instead Of <i>Said</i>		
announced	replied	yelled
asked	spoke	whispered
shouted	explained	called
cried	murmured	cheered
laughed	exclaimed	screamed
begged	answered	told
sang	began	commanded

Keep the chart on display and encourage the children to refer to it when writing stories.

Creative Writing

Personal Writing

Suggest that the pupils write stories about presents they have received, what they did with them, and how other members of the family reacted to them. Encourage them to use direct speech in their stories. Let them use the punctuated story passages on the chalkboard as models, and have them refer to the vocabulary chart for ideas for varying speaker identification phrases.

Have the children write one or more diary entries that Tonina or one of the members of her family might have made. Some pupils might like to write in their own personal diaries or in their Personal Journals.

Refer to the Role Playing suggestions in the Integrative Options strand. Have the pupils use the given problem situations as story starters.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**
 See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

- Recognizing and identifying phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c, /g/g, /j/g
- Recognizing and identifying glided vowels at the end of some words
- Recognizing and identifying compound words

Egg It

Objective

- Recognizing and identifying phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c, /g/g, /j/g

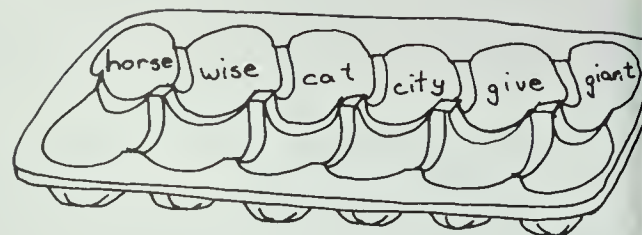
Number of Players

One

*Decoding Skills:
Phonemic Analysis*

Materials Needed

An egg carton labeled as shown
Set of egg-shaped cards with words
such as: *visitor, groom, gold, study,*
tails, advice, simply, woodcarver,
beacon, cellar



Procedure

The player sorts the cards into the appropriate section of the egg carton.

On the Trail

Objective

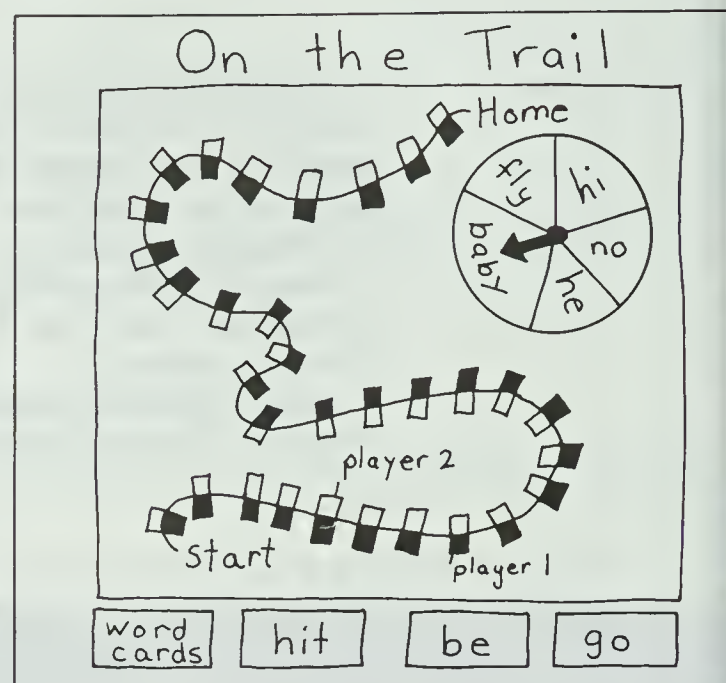
Recognizing and identifying glided
vowels at the end of some words

Number of Players

Two

Materials Needed

An "On the Trail" board
One spinner showing key words
Word cards such as: *go, be, hi, tea,*
free, hero, radio, hello, so, we,
maybe, she, potato; life, lone, is, it,
set, feet, on, hit, hot, five, hive, bone



Procedure

The cards are shuffled and dealt word up around the edge of the board. Each player in turn uses the spinner to indicate a vowel sound and chooses a corresponding word card from the edge of the board. This card is placed on the player's trail in the first space. Subsequent cards are placed in consecutive spaces. The first player to reach "Home" is the winner.

Compound Fish

Objective

Recognizing and identifying compound words

Number of Players

Three to Six

Materials Needed

Cards with words such as: *wood, carver, dish, washer, our, selves, type, writer, pass, porcupine, cup, board, clam, bake, dough, nuts, country, side, black, smith*

Procedure

The dealer shuffles the cards and deals seven cards to each player. The rest of the cards are placed face down in the center. The top card is turned face up beside the deck; this card is now the discard pile.

The first player chooses the top card from either the deck in the center or the discard pile. The player can make a compound word with any two cards, he or she does so, lays down the word, and discards one card into the discard pile. If a player cannot make a compound word, he or she still discards one card into the discard pile. The player with the most compound words at the end of the game is the winner.

Decoding Skills:
Phonemic Analysis

Decoding Skills:
Structural Analysis

Objectives

Discussing the illustration
Listening to poem
Reading the poem chorally
Singing the poem
Making up a dance
Singing songs in other languages

Responding to Poetry

Have the children turn to page 31 in their readers. Let them comment on the illustration. "What are the people in the picture doing?" Read the sentence at the top of the page and then go on to read the poem as the children follow in their books.

"Now do you suppose dancing at that time was different from the dancing people do today?" Several of the children might like to demonstrate how they think the dancing might be done.

Read the poem again and encourage the children to join in. If you go slowly, they should have no difficulty reading along with you in French.

Divide the class in half and let the groups read alternating verses. Have them read the poem again in order to give each group a chance to read both the French and English versions.

Then sing the poem to the children. If possible, arrange to have piano accompaniment. Then let the children sing the song several times until they are familiar with it. If the pupils know how to sing rounds, you could let them sing the first verse of the song as a round.

Some of the children may wish to make up a little dance to be done as they sing the song.

Children who know simple songs in French and other languages could sing these to the class and teach the other children to sing them.



COMPREHENSION	INTEGRATIVE OPTIONS	DECODING SKILLS
Using the table of contents Observing picture details Drawing inferences Recalling details; verifying answers Discussing character's personality Noting descriptive passages Valuing Identifying problem and its solution Expressing opinions; drawing conclusions Identifying story lesson Recalling, comparing, listing characteristics of myths Skimming to verify answers Classifying phrases Recognizing and identifying sequence Recognizing and identifying cause-and-effect relationships	Visual Arts; Drama — presenting the story in another medium Environmental Studies: Science — studying the sun Books — reading independently Films — developing visual and auditory senses	Recognizing and identifying new words Observing special words Recognizing and identifying phoneme-grapheme correspondences /ā/ei, /ā/eigh, /oi/oy, /oi/oi Recognizing and identifying vowel sounds influenced by <i>r</i> Recognizing and using plural forms Dividing words into syllables; applying syllabication in decoding words Observing the spelling of useful word; of spelling words
LANGUAGE DEVELOPMENT	WRITING	INDEPENDENT ACTIVITIES
Recognizing and identifying use of the comma between clauses in compound and complex sentences; punctuating sentences Recognizing and identifying subjects and predicates; producing complete sentences by adding subjects and predicates Recognizing, identifying, and using adjectives Recognizing, identifying, and producing alphabetic sequence	Learning to write the letter <i>f</i> Integrating speaking, writing, reading, and listening relationships to build a vocabulary chart Discussing news articles and the 5W questions Developing cooperative news story Applying comprehension, decoding, language, and printing skills to produce personal writing	See the <i>Mr. Mugs Book</i> See the <i>Spirit Duplication Masters/Self-Help Activities</i>
ALTERNATIVE STRATEGIES	Literary Appreciation**	Listening**
Recognizing plural forms with <i>s</i> , <i>es</i> Recognizing syllables in words with 2- and 3-letter medial clusters	Relating picture and story Drawing inferences about story situation Noting descriptive passages Valuing story Comparing and listing characteristics of myths Reading supplementary books	Listening attentively in discussions Listening to identify phoneme-grapheme correspondences /ā/ei, /ā/eigh, /oi/oy, /oi/oi

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Observing picture details
Drawing inferences
Recalling details; verifying answers
Formulating questions
Discussing character's personality
Noting descriptive passages
Valuing
Identifying problem and its solution
Expressing opinions; drawing conclusions
Identifying story lesson
Recalling myths; comparing myths; listing characteristics of myths
Skimming to verify answers
Classifying phrases
Recognizing and identifying sequence
Recognizing and identifying cause-and-effect relationships

Developing Pupil Inquiry

Have the children find the title of the story in the table of contents. Write the title on the chalkboard and read it for the pupils. Have them practice saying the name Phaeton (fā'ə tən) correctly. At this point you may wish to introduce the pupils to the names Zeus (zūs) and Phoebus Apollo (fe'bəs ə pol'ō) and have them learn to say these names also.

Ask the pupils on what page the story begins. Then suggest that they turn to page 32 to see what they can find out about the story.

Discuss the first story illustration with the group. "What is happening in the picture? What kind of building do you think the two people are in? Why do you think the boy is covering his eyes?"

Ask the pupils what questions they would like to ask about this story. As the children ask their questions, print them on the chalkboard or on a sheet of newsprint. The questions may be somewhat as follows:

Why has the boy gone into the shining building?
Who is the man sitting at the back of the building?

"Now read the story to see what answers you can find to your questions."

Developing Pupil Response

Have the pupils read pages 32 and 33 silently. When they finish reading refer them to the questions in the question box. Have the children tell the answers in their own words and then read aloud the lines that verify the answers.

"What have you found out so far about Phaeton? How do you think these qualities might affect what happens to him in the story?"

Have the pupils look at the remaining illustrations in the story and discuss briefly the happenings depicted. Then ask the pupils if they have any further questions they would like to pose. They may ask, "Are the horses pulling the chariot magic? Why is Phaeton driving the horses?" Record the questions in the question box.

Using the table of contents

Observing picture details; drawing inferences

Formulating questions

*Reading
Recalling details;
verifying answers*

Discussing character's personality

Observing picture details

Formulating questions

Reading
Recalling details;
verifying answers

Noting descriptive
passages

Reading orally for
enjoyment

"Read the rest of the story to find out what happens to Phaeton." When the reading finished, let the children discuss the story. Refer them to any questions remaining in the question box and have these answered and verified.

There are many interesting descriptive passages in this selection. Encourage the children to find and read orally the parts that describe Phaeton, Apollo, the palace of Apollo, the chariot, the ride, and the end of Phaeton. Note with the children, the use of similes, metaphors or colorful adjectives and adverbs.

Then let the children read aloud the entire story again for enjoyment. The children could work in pairs, reading the story to one another.

Synthesizing

Identifying problem and
its solution
Recalling details

Expressing opinions

Recalling details;
drawing inferences;
expressing opinions
Drawing conclusions;
valuing

Identifying story lesson
Recalling myths;
comparing myths;
listing characteristics of
myths

1. "What was the main problem in this story? How was the problem solved?"

2. "What request did Phaeton make of Phoebus Apollo? Was it a wise request? Why or why not? What were the dangers involved?"

3. "Do you think that Phoebus Apollo should have let Phaeton drive the fiery chariot? Why or why not? In what other ways could Phoebus Apollo have shown people that Phaeton was his son?"

4. "How did Zeus control the situation with the runaway horses? Why do you think Zeus acted as he did? What would you have done if you had been Zeus? Why?"

5. "Retell in your own words what was written on the stone where Phaeton fell. Who might have put it there? Why? Would you call Phaeton a hero? Why or why not?"

6. "What lesson does this story teach?"

7. "What other myths have you heard or read?" (You could let the children reread "The Story of Pegasus" in the Grade Two program.) "How is this story similar to other myths you know?" The characteristics of a myth could be recorded on a chart.

Developing Comprehension, Research, and Listening Skills

Skimming to verify
answers

Literal Comprehension. Place the following questions and page references on the chalkboard.

Page 32: What advice did Phaeton's mother give him?

Page 33: How do you know that Apollo's home was very beautiful?

Page 34: How do you know that Apollo loved Phaeton?

Page 35: What advice did Apollo give Phaeton?

Page 37: How did Zeus help Earth?

Page 37: How do you know that Apollo still loved Phaeton?

As in the skimming activity in the lesson plan for "Pinocchio," go through the first question with the pupils, guiding them as they select the key words in the question before turning to page 32. For each question, have the key words selected and underlined. Then have the paragraph containing the information needed to verify the answer read aloud by a pupil.

Classifying phrases

Critical Comprehension. Place the following activity on the chalkboard or duplicate and distribute copies to the pupils. This activity can also be done as a listening activity by placing only the two headings on the chalkboard. Ask the children to read each phrase and indicate whether it tells what happened or whether it describes something. Have phrases that tell what happened recorded under the "Events" heading, and the phrases that describe something recorded under the "Description" heading.

Events	Description
Phaeton was bragging	Apollo rode
a golden chariot	Phaeton entered
glittering with gold and	a blazing crown
jewels	he drove the
the horses raced	chariot
Zeus threw a lightning	like a shooting
bolt	star
	the high silver doors
	he hid his face
	the fire-breathing
	horses
	covered with diamonds
	he fell into the
	river

Literal Comprehension. Place the activity below on the chalkboard or duplicate and distribute copies to the pupils. Have the pupils read each group of sentences and number them in the order in which the events took place in the story.

- (3) So Phaeton set off to visit the palace of his father.
- (2) The boy wanted proof that Phaeton was really the son of Apollo.
- (1) Phaeton bragged to his friends about his father Apollo, the sun god.
- (2) Apollo told Phaeton that he could have proof that he was his son.
- (3) Phaeton asked to drive the sun chariot across the heavens for one day.
- (1) Phaeton went into the palace of Apollo.
- (2) In spite of this, Phaeton would not change his mind.
- (1) Apollo told Phaeton that it was too dangerous for him to drive the chariot.
- (3) The Hours brought out the chariot and horses for Phaeton.
- (3) Zeus threw a lightning bolt at Phaeton and he fell into the river.
- (2) The horses ran away with Phaeton and burned the heavens and the earth.
- (1) Wearing the crown of Day, Phaeton set out in the chariot.

Literal Comprehension. Duplicate and distribute copies of the following activity or do it orally with the pupils. Have the pupils underline the cause that correctly completes each sentence. For the last two sentences, they are to express the cause in their own words.

1. Phaeton went to see Apollo
because he wanted to be an ordinary boy.
because he wanted to prove that he was Apollo's son.
because he liked beautiful palaces.
2. Apollo was afraid to give Phaeton his wish
because he knew Phaeton wasn't strong enough to drive the sun chariot.
because he knew Phaeton was stupid.
because he didn't want Phaeton to become the sun god.
3. The horses knew that the driver was not Apollo
because the driver was stronger than Apollo
because they were going too close to Earth.
because the load was lighter than Apollo.
4. The seas dried up and fields became ashes because
5. A stone was placed by the river Eridamus because

Discuss with the children the reasons for their choices and elicit the cause-and-effect relationship of the two parts of each sentence. Ask them to explain which part is the cause and which part is the effect in the two sentences they complete on their own.

INTEGRATIVE OPTIONS

Presenting the Story in Another Medium. Have the children present the story of Phaeton in one of the following ways:

1. The children might illustrate the story in paints, depicting the various events in sequence and joining their pictures together to form a TV film roll. A viewer for the "film" could be made from a sturdy box.
2. Slides could be drawn telling the story in pictures. Refer back to the lesson plan for "William Tell" to review how slides are made. The children should also tape a commentary to go along with the slides and present the completed package to the class.
3. "Make a comic strip version of the story."
4. Your pupils might want to present the story as a play. Have them read "Making a Play" after "The Story of Olaf" in Book One. Some members of the group could paint mural

backdrops for the various scenes showing, for example, Phaeton's school, the palace, and the burning sky and earth.

5. A radio play of the story could be recorded. Refer back to the lesson plan for "Little Transistor" for suggestions.

Studying the Sun. Pose the question to the group: "Why is the sun so important to the earth?" Have each child in the group write a paragraph giving his or her thoughts about the importance of the sun.

Let the children read aloud their completed paragraphs and discuss the ideas presented. Then have them compose a cooperative chart listing all the important points presented in the paragraphs and the discussion. A title for the chart might be "The Importance of the Sun."

Book Center

Keyser, William. *Days of the Week*. Harvey House.

A retelling of myths about the Greek, Roman, and Nordic gods and goddesses for whom the days of the week are named.

McDermott, Gerald. *The Voyage of Osiris: A Myth of Ancient Egypt*. Dutton.

A beautiful retelling of a traditional tale.

Film Center

Flight of Icarus. 6 mins. Marlin.

Orpheus and Eurydice. 9 mins. Marlin.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using synonyms and antonyms

Recognizing and identifying new words, using context clues

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /ā/ei, /ā/eigh

Recognizing and identifying the phoneme-grapheme correspondences /oi/oy, /oi/oi

Recognizing and identifying vowel sounds influenced by *r*

Recognizing and using plural forms

Dividing words into syllables; applying syllabication in decoding words

Observing the spelling of useful words

Observing the spelling of spelling words

Materials Needed

Duplicated worksheets for the exercise on synonyms and antonyms (optional)

A set of cards numbered 1-7 for each pupil

Lined worksheets for the exercise on vowel sounds influenced by *r*

Spelling notebooks

Lined worksheets for the spelling exercise and dictation

Word Meaning

New Words: Phaeton, ordinary, Zeus, Phoebus Apollo, chariot, believe, diamond, thousand, scorched, honor

Decodable Words: glittering, jewels, entered, throne, demanded, harness, reins, wild, written

Enrichment Words: pillars, ceiling, ivory, ointment, protect, Eridamus

Duplicate the following exercise and distribute copies to the pupils.

lanterns _____ lights
honor _____ shame
ordinary _____ special
scorched _____ burned

glittering _____ dull
parlors _____ living rooms
marionette _____ puppet
strength _____ weakness

Direct the pupils to read each pair of words and think of the meanings of the two words. If the meanings are the same, or almost the same, they are to print *S* for *synonym* on the line between the words. If the meanings are opposite, they are to print *A* for *antonym*.

When the pupils have finished the exercise, have volunteers use some of the pairs of words in oral sentences, to show the similar or opposite meanings.

Give each pupil a set of cards numbered 1-7. Write the following words on the chalkboard:

1. ordinary
2. chariot
3. believe
4. diamond
5. thousand
6. scorched
7. honor

Read the following sentences, making a marked pause and using an unfinished inflection where the word has been left out each time. Ask the pupils to find on the board the word that belongs in the sentence and hold up the card with the number of the word on it. When a word has been selected, read the sentence again, with the word in it, to be sure the chosen word makes sense in the sentence.

A two-wheeled horse-drawn cart of olden times was called a _____.
Dad _____ his shirt when he ironed it.
Do you _____ that story is true?
It is a great _____ to be made captain of the team.
Would you like a _____ ring?
That isn't an _____ thing. It's special.
Ten hundreds make a _____.

When all the sentences have been completed, read each one again and elicit from the pupils the word or words that helped them to know which word belonged in the sentence.

Write *believe* and *honor* on the board and have them pronounced. Call attention to the unexpected aspects: *believe* — the *ie* standing for the glided /ē/ sound; *honor* — the initial *h* not representing a sound.

Phonemic Analysis

Write this sentence from the story on the board and have it read.

Phaeton stood in the chariot and took hold of the reins.

Call attention to the word *reins*. Have the vowel sound identified as the glided /ā/ sound and *ei* noted as the letters that stand for the sound.

Now write the following sentences on the board.

The horse neighed as it pulled the sleigh along the snowy trail.
Wind this skein of wool into a ball.
Women used to wear lace veils on hats.
The weight of the snow made the tree branches bend low.

Call upon individuals to read each sentence aloud and identify the word or words in which *ei* stands for the glided /ā/ sound.

Write these sentences on the board and have them read.

Phaeton was not an ordinary boy.
Apollo pointed to the traveled way.

Call attention to the underlined words. Ask a pupil to pronounce the two words, as the others listen for the vowel sound in *boy* and in the stressed syllable of *pointed*. Elicit from the pupils that the vowel sound is the same in both words, but that *oy* stands for the sound in *boy* and *oi* stands for the sound in *pointed*.

Write the words below on the board.

story	noise	join	ordinary	loyal	joyful
doing	boiler	royal	chariot	going	soy

Point to words in random order. If the word contains *oi* standing for the /oi/ sound, the pupils are to raise their right hands. If it contains *oy* standing for the /oi/ sound, they are to raise the left hands. If it does not contain the /oi/ sound, they are to shake their heads. When the sound has been identified each time, have the word pronounced.

If any pupils raise their right hands for the words *doing* and *going* and try to pronounce them with the /oi/ sound, ask them to look at the words again, to see if they find a familiar vowel ending. Have them divide the words into syllables, pronounce the root words, and then pronounce the whole words.

Distribute lined worksheets to the pupils. Write the following words on the board:

car more fur her first work earn care hair

Have the words pronounced and the vowel and *r* identified in each one. Underline *fur*, *her*, *first*, *work*, and *earn* and ask a pupil to pronounce them again. Note that the same vowel sound is heard in all the words despite the different spellings. Do the same with *care* and *hair*.

Now write these words on the board:

person	turtle	swirled	perky	heard	burned
early	carver	prepare	worry	chair	ordinary
scorch	stairs	harbor	share	sir	world

Have the pupils write *car*, *more*, *her*, and *care* on their worksheets as headings. Then ask them to read to themselves each word in the list on the board, think how it is pronounced, and write it on their worksheets under the heading which has the same vowel sound, no matter how it is spelled. When the pupils have finished, ask different pupils to read aloud the words they have put under each heading, as the other pupils check their lists. Then point to some of the words on the board and have them used in oral sentences.

Structural Analysis

Write the following sentences and words on the board:

1. Long ago people used _____. chariot
2. The house was burned to _____. ash
3. The throne was covered with _____. diamond
4. I like blue _____ better than gray. sky
5. Kings and queens live in _____. palace
6. Are there many big _____ in that country? city

Have each sentence read and call attention to the word after it. Ask a pupil to add *s* or *es* to the word and spell the plural form. Print the plural form on the line in the sentence, and have the completed sentence read aloud.

Syllabication

Elicit from the pupils that when a word has two different consonants coming together in the middle, the word is divided between the consonants, and when a word has three consonants coming together in the middle, the word is usually divided after the second consonant. Demonstrate with *sil/ver* and *tumb/le*.

Place the following words on the board:

lantern	candle	pumpkin	harness	handle	trouble
gentle	couple	stumble	circle	parlor	turtle

Recognizing and identifying vowel sounds influenced by *r*

Recognizing and using plural forms

Dividing words into syllables; applying syllabication in decoding words

Point to words in random order and ask a pupil each time to pronounce the word, tell where it should be divided into syllables, and explain why it should be divided in that way.

Let the pupils try to decode these unfamiliar words by dividing them into syllables, considering each part separately, and putting the parts together again.

wrinkle feeble market jingle mascot purple

When the words have been decoded, ask volunteers to use them in oral sentences.

Spelling

Spelling useful word:
thousand

Write *thousand* on the board and have it pronounced. Note the *ou* standing for the /ou/ sound, the *s* standing for the /z/ sound, and the *a* in the unstressed syllable. Ask pupils to use the word, in its singular or plural form, in oral sentences. Then have them enter the word in the list of useful words in their spelling notebooks.

Spelling words:
believe, honor

Write *believe* and *honor* on the board and have them pronounced. Discuss the spelling of each word, calling attention to the *be* prefix and the *ie* standing for the glided /ē/ sound in *believe*; the initial *h* standing for no sound and the *o* in the unstressed syllable in *honor*.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have them enter the words in their spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words may be presented in sentences similar to these:

I believe what you told me. believe
Is Don's name on the honor roll? honor

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. Encourage the pupils to review their difficult words often.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying use of the comma between clauses in compound and complex sentences; punctuating sentences

Recognizing and identifying subjects and predicates; producing complete sentences by adding subjects and predicates

Recognizing and identifying adjectives; producing sentences containing adjectives

Recognizing, identifying, and producing alphabetic sequence

Materials Needed

The readers

Lined papers or notebooks

Sentence Awareness

Recognizing and
identifying use of the
comma between
clauses in compound
and complex
sentences

Ask the children to turn to page 32 in their texts and read the first three sentences. Have the pupils find the comma in the third sentence and recall that this punctuation mark tells readers to make a little pause, which helps them understand what they are reading. Ask a volunteer to read the sentence aloud, pausing slightly at the comma, while the others listen to find out whether the sentence is read correctly.

Print the sentence on the chalkboard, but omit the comma. Have two or three pupils read the sentence aloud without pausing after the word *gods*. Discuss with the group that the meaning of the sentence might change if a pause is not made after the word *gods*. Encourage the children to explain in their own words how the meaning might change. Have a child put a

comma after the word *gods* on the chalkboard. Then ask one or more pupils to read the sentence again the way the punctuation indicates. Elicit that the meaning of the sentence is now clear.

Direct the pupils' attention to other compound and complex sentences in the reader selection that contain a comma between the clauses. Have the pupils turn to page 35 and read the fourth and seventh sentences for examples of complex sentences. They should note the comma in each sentence and read it as the punctuation indicates.

Note: Omission of the comma might make the meaning unclear in some compound and complex sentences, but this will not be the case in all such sentences. You will find that not all compound and complex sentences contain a comma between the clauses, especially if the comma is not necessary for clarity of meaning if the clauses are very short.

Sentence Building

Print the following sentences on the chalkboard.

Phaeton rushed home.

The radio played music.

Mikiel and Tonina are reading.

The horses raced.

In each sentence, have the pupils identify the "doing part" and draw two lines under it. Then have the pupils identify the "name part" and draw one line under it.

Refer to the following incomplete sentences on the chalkboard.

1. Phaeton
2. dropped down
3. Curt and Jan
4. Our pets
5. spoke loudly
6. The car

Have a pupil read the first incomplete sentence. "Is this a finished sentence? Why isn't this a finished sentence?"

"What part of the sentence is the word *Phaeton*?" If the children have difficulty answering this question, ask instead, "Is the word *Phaeton* the 'name part' or the 'doing part' of the sentence?"

"What part of the sentence is missing, the 'name part' or the 'doing part'?"

"What 'doing words' can you put with the 'name word' on the board to make a finished sentence?"

Print the words the pupils suggest after the word *Phaeton* on the chalkboard and have the completed sentence read aloud. Accept a variety of "doing words" to formulate complete sentences. Print two or three completed sentences on the board and have them read aloud.

Continue in a similar manner with the rest of the incomplete sentences.

Print the following "name words" on the chalkboard and have the pupils read them silently.

horses	palace	chariot	music
marionette	flames	door	night

Direct the children to add a "describing word" to each "name word," for example, *glittering palace*. Then have the pupils expand the phrase to formulate a complete sentence. The first four sentences may be formulated orally and printed on the chalkboard; the last four sentences may be completed as a seatwork exercise. Have the pupils make sure that each sentence has a doing part and a name part. After the exercise is finished, discuss with the group why the sentences are more interesting and informative with the describing words.

Punctuation

Print the following sentences on the chalkboard and have the pupils read them silently.

1. Tonina went to the store to buy peanuts and Ira went to the store to buy ice cream.

Recognizing and identifying subjects and predicates; producing complete sentences by adding subjects and predicates

Recognizing and identifying adjectives; producing sentences containing adjectives

Recognizing and identifying use of the comma between clauses; punctuating sentences

2. When the horses felt the lightness of the chariot they knew that Apollo was not driving it.
3. Because Apollo loved Phaeton he granted him proof that he was his son.
4. Do you like green beans for supper or do you like yellow beans better?
5. When the two thieves kept chasing Pinocchio he knew that he was in great danger.
6. At first they went slowly up the road but then the horses began to run quickly.

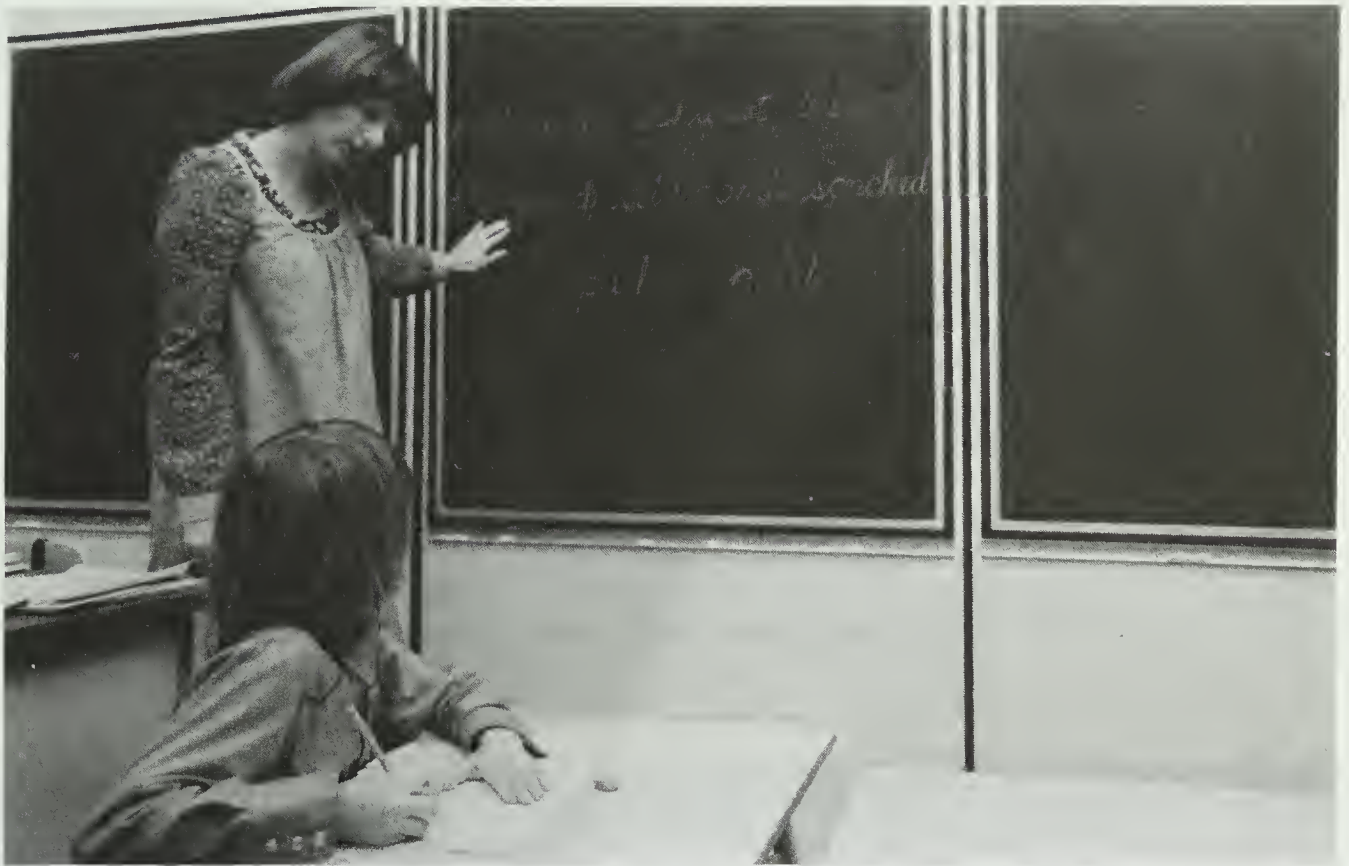
Have a pupil read the first sentence aloud. With the group, decide on the place in the sentence where a comma should be inserted and why it should be inserted there. Have another pupil add the comma on the chalkboard and read the sentence again, as the punctuation indicates. Elicit that making a pause at the comma makes the sentence easier to read and understand.

Continue in the same manner with the rest of the sentences

Dictionary Skills

Print the following lines of words on the chalkboard in the order shown. Have the pupils establish the correct sequence of the words in each line and print them on their lined papers.

- | | | | | | |
|--------------|---------|---------|----------|---------|----------|
| 1. invention | lumber | knight | rooster | jumper | melt |
| 2. vapor | amount | young | fossil | under | early |
| 3. ordinary | chariot | believe | thousand | diamond | queen |
| honor | parlor | gold | | | wolf |
| | | | | | scorched |



WRITING

Objectives

Learning to write the letter *f*

Integrating speaking, writing, reading, and listening relationships to build a vocabulary chart

Discussing news articles and the 5W questions

Developing cooperative news story

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebooks
Vocabulary chart of "Water Words"; chart paper
The readers
Crayons, paints
Newspaper articles
Booklets
Personal Journals

Handwriting

Learning to write the
letter f

Teach the children how to write the lower-case form of the letter *f*, following the suggested procedure.



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations and words.

Column 1

Column 2

Column 3

Column 4

fa

fr

pf

ff

fi

fw

rf

if

ft

fo

uf

safe

fu

af

uf

off

Directed Writing

Developing vocabulary
chart

Have available the vocabulary chart of "Water Words" made in the lesson for "Water." Review the words on the chart. Then have the pupils turn to the reader selection to find words and phrases that might be called "Sky Words." Develop a chart such as the following.

Sky Words		
skies	Phoebus Apollo	sun god
across the sky	sun chariot	stars
golden clouds	lightning bolt	The Great Bear
great heavens	shooting star	The Little Bear

Have the children illustrate the chart with crayoned or painted drawings.

Have available several newspaper articles describing events that involve children — special school events, sports events, animal shows, holiday events, etc. Read and discuss the articles with the children.

Print the following questions on the chalkboard and explain that good news articles should answer these questions.

Who is in the news story?

What happened?

Where did it happen?

When did it happen?

Why did it happen?

Have the pupils find the answers to the questions in some of the news articles discussed. Explain that the questions are called the five W questions (5W).

Have the children reread the story passages on pages 33 and 34, and the first two paragraphs on page 35. Then develop a cooperative news story on the chalkboard about Phaeton's visit to his father. Have the pupils decide on a suitable title for the story. The story might be somewhat as follows.

Early today the young boy Phaeton went to visit his father Phoebus Apollo, the god of the sun. The palace of Apollo rested on golden clouds in the great heavens. Phaeton asked Apollo for proof that Apollo was his father. When Apollo said that Phaeton could have any proof he wished, Phaeton asked to drive the sun chariot.

Creative Writing

Personal Writing

Suggest that the children reread pages 35 (last two paragraphs) and 37 of the reader story, and then write a news story about Phaeton's ride in the sun chariot. Remind them to refer to the 5W questions on the chalkboard.

Have the children use the words and phrases on the vocabulary chart as starting points for original poems and stories. These may be stories and poems about Phaeton or about the sky.

Have the pupils think of another way the story of Phaeton could have ended. For example, what might have happened if the chariot had gone off to outer space for a week or more? What adventures might Phaeton have had? Encourage the children to write their ideas for different story developments and endings.

The pupils might enjoy making a booklet called "Who's Who in Greek Myths." Have them include information about the gods and heroes they read about in the reader and other books, and in films and other visual media. Suggest that the children illustrate each character.

Personal Journal

Provide additional writing time for those children who wish to make entries in their Personal Journals.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing plural forms with s, es

Recognizing syllables in words with 2- and 3-letter medial clusters

Pick a Place

Objective

Recognizing plural forms with s, es

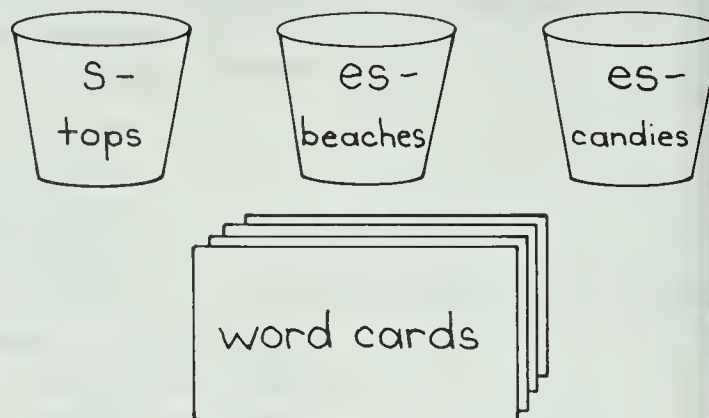
Number of Players

One

Materials Needed

Three plastic cups: each labeled s — tops; es — beaches; es — candies

Set of word cards containing singular nouns such as: *pantry, cellar, lantern, chariot, baby, country, battery, latch, batch, glass, pass, bunch*



Procedure

The player sorts the word cards into the appropriate cups, according to the key word on each.

Hang-Ups

Objective

Recognizing syllables in words with 2- and 3-letter medial clusters

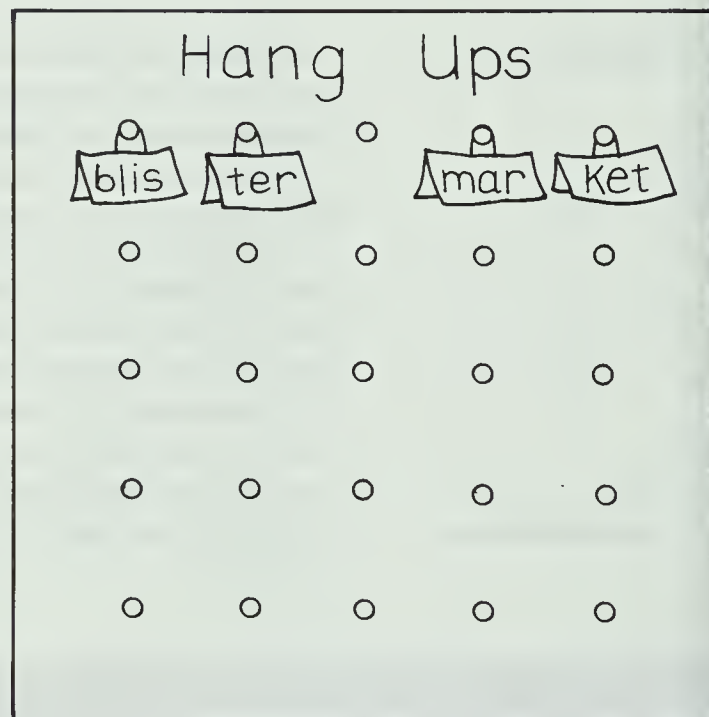
Number of Players

One

Materials Needed

One pegboard with hooks

Set of cards with one syllable of a two-syllable word with different medial consonants: *blis ter, mar ket, sil ver, far ther, im prove, kit chen, mess age, pump kin, cand le, mumb le, sing le, ank le, need le, jing le, cack le*



Procedure

The player hangs up the cards to make words.

Ask the children to listen as you read a poem to them. "Try to think of a good title for this poem."

Read the poem and ask the children for their suggested titles. As the titles are given, record them on the chalkboard. Have them open their readers to page 38 to see what title the poet used for the poem. "Is her title better than the one you chose? Why or why not?"

Ask the children what they noticed about the rhythm of the poem. Read the poem and ask the children to clap the rhythm. By this time some children should be able to say part of the poem with you.

Some children may want to move to the rhythm of the poem. Encourage them to do so while the rest of the children say the poem with you.

You can create shadows on the wall by using filmstrip projectors. Shine them on the children as you encourage them to dance as the poem "makes you feel." Encourage children who show particularly creative interpretations to demonstrate their movements for the others. If the weather is warm enough, on a bright day the children might go outdoors to dance with their shadows.

Let some children experiment with musical instruments to evolve an accompaniment for the poem. Let them practice until they are ready, then present it to the rest of the class.

While the pupils are composing music for the poem, let those who particularly enjoy interpreting poetry through creative movement work out a dance. When all is ready, have one group read the poem as the musicians play and the dancers dance. The effect would be greatly enhanced if the presentation could take place in the darkened gym, with projectors lighting up the dancers and casting their shadows on the wall.

The children will be anxious to try out the ideas on page 39 of the text. Encourage them to experiment and to stretch their imaginations. "What other animals can you make? Can you make something other than an animal?" Books such as *Shadow Play* by George Mendoza and Pranno Rao (Holt, Rinehart, and Winston) will give the children further ideas.

Let the children put on a shadow play. You will need a very strong light shining behind a sheet. The actors will move close to the sheet (between the sheet and the light). The audience sits on the other side of the sheet. A simple story or nursery rhyme could be acted out. The actors might wear hats that make different shapes.

You will need a sunny day for this next activity. Have the children choose partners. Let each pair find a spot in the yard. As one stands facing north, the other measures his shadow. At intervals during the day, let the children go to the yard and repeat the process. "What did you notice? Think of a way of reporting your observations to the class. Can you explain what happened and why?"

Other children might like to do research on questions such as the following (a) "When and where do you find shadows? (b) When do you not find or get shadows? (c) What else would you like to know about shadows? See what you can find out."

Draw a circle in the yard and put a stick upright in the center of it. Let children go out at hourly intervals and put a wooden block (or some other marker) to indicate where the shadow of the stick fell each time. If the first observation is 9 o'clock, position a block for that hour and put a numeral 9 to indicate the hour. (When blocks for 10, 11, 12, etc., are used, the children will see that the interval remains constant.) Discuss the advantages and disadvantages of a shadow clock.

Have the children make silhouettes by casting their shadows on large sheets of paper taped to the wall. An uncovered lamp should be placed on a table about 1.2 m from the wall. The subject sits about .5 m from the wall, with one side of his or her face parallel to it. Turn off all the other lights and make the necessary adjustments so that a clear shadow is thrown on the paper. Then trace the outline in crayon or soft pencil. The outline should then be painted in or cut out and used as a pattern to be traced on black construction paper and then cut out. A game could be made of this by having the pupils try to guess the identity of the subjects who posed for silhouettes posted on the bulletin board.

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Listing characteristics of bird watchers
Observing picture details
Inferring feelings; drawing inferences
Recalling details; verifying answers
Dividing the story into sections
Reading interpretively
Identifying problem and its solution
Valuing kind behavior
Drawing conclusions; making judgments
Applying story ideas to personal experiences
Discussing animal adaptation for survival
Classifying phrases
Using the card catalogue
Recognizing the main idea

INTEGRATIVE OPTIONS

Environmental Studies: Science — making bird feeders; finding out more about birds
Visual Arts — making bird mobiles
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Observing special words
Recognizing and identifying the phoneme-grapheme correspondences /o/au, /o/aw
*Recognizing and identifying the phoneme-grapheme correspondence /û/u
Recognizing and identifying contractions
Recognizing and identifying possessive forms
*Recognizing and identifying words, using graphemic base *inkle*
Spelling words using graphemic bases
Observing the spelling of useful words; of spelling words

LANGUAGE DEVELOPMENT

Recognizing, identifying, and producing exclamatory sentences
Recognizing and identifying words denoting sequence of events
Recognizing, identifying, and producing complex and compound sentence patterns using connectives *while, and then, after, as, until, when*
Recognizing, identifying, and using irregular past tenses *left, bought, shook, brought, saw, stood, hung, held, drove, felt, shot*
Recognizing, identifying, and using pronouns and antecedents
Recognizing, identifying, and using adverbs
Punctuating sentences
Recognizing, identifying, and producing alphabetic sequence

WRITING

Learning to write the letters *n* and *m*
Developing vocabulary chart
Giving directions, oral and written
Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying new words
Recognizing and identifying possessive forms with 's, s'
Recognizing and identifying contractions

Literary Appreciation**

Relating picture and story
Drawing inferences about story characters' feelings; about story situations
Reading interpretively
Valuing kind behavior
Applying story ideas to personal experiences
Reading supplementary books

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /o/au, /o/aw, /û/u

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Discussing title
Speculating; formulating questions
Listing characteristics of bird watchers
Observing picture details
Inferring feelings; drawing inferences
Recalling details; verifying answers
Dividing the story into sections
Reading interpretively
Identifying problem and its solution
Valuing kind behavior
Drawing conclusions
Applying story ideas to personal experiences
Discussing animal adaptation for survival
Making judgments
Classifying phrases
Using the card catalogue
Recognizing the main idea

Developing Pupil Inquiry

Direct the pupils to turn to the table of contents and find the title of this story. Ask a volunteer from the group to read the title. Have the children note that the story is divided into two parts.

Let the pupils discuss the title and speculate on what the story might be about. "What is a bird watcher? Why do you think a person becomes interested in this hobby? What must he or she know? What might a person find out by watching the birds? What kind of person would be successful at bird watching?" List these characteristics as they are given so that the children can see how many of them Elisabeth has. "How could you attract the birds to your yard in order to observe them? Have you ever done any bird watching? Tell us about it."

Have the pupils tell on what page the story begins and then suggest that they turn to page 40 to see what they can find out about it. Let the children discuss the illustration. "What is Elisabeth doing in the picture? How do you think she is feeling? Why does she feel this way? What is the squirrel doing? How do you think the birds feel about the squirrel? Why? How might the squirrel have gotten onto the bird feeder?"

"What questions would you like to ask about the story?" When the children have asked their questions, print them on the chalkboard or on newsprint. The question box may look somewhat like this:

What will Elisabeth do about the squirrel in the bird feeder?
Will she be able to keep the squirrel out?

Developing Pupil Response

Have the children read page 40 silently. Then talk about what Elisabeth's father could do to keep the squirrel out of the feeder. The children may have experienced this same problem themselves; if so, let them share their experiences. They can also speculate about a line of attack that would be suitable here.

Let the children go on to read the rest of the story silently. When the reading is completed, refer to the questions in the question box and have the pupils read them again. "Did you find the answers to your questions?"

Have the pupils tell the answer to each question in their own words and verify each answer by reading aloud the pertinent story lines.

Using the table of contents

Discussing title; speculating

Listing characteristics of bird watchers

Observing picture details

Inferring feelings

Drawing inferences

Formulating questions

Reading

Recalling details; verifying answers

Recalling details;
dividing story into
sections; reading
interpretively

"How many different plans did Elisabeth and her father try to keep the squirrel out of the feeder?" Have the pupils divide the story into five sections — one plan per section. Each section could be read by a group of three, since there is considerable conversation in each. One child could read the part of Elisabeth, one could read the part of her father, and a third could serve as narrator. Encourage the readers to use appropriate expression in their reading.

Synthesizing

Identifying problem and
its solution

Inferring feelings

Speculating

Valuing kind behavior

Drawing conclusions

Applying story ideas to
personal experiences

Recalling details

Discussing animal
adaptation for survival

1. "What was the problem in this story? How was it solved?" Encourage the children to recall the correct sequence of actions taken by Elisabeth's father.

2. "What feelings did Elisabeth and her father have each time they thought up a new plan and set it up? What feelings did they have each time their plan failed?"

3. "What other methods could Elisabeth and her father have tried to keep the squirrel away from the birds' food?"

4. "How did Elisabeth and her father show that they were true animal lovers in this story?"

5. "Did any of the characters learn anything throughout the story? Elisabeth's father? Elisabeth? the squirrel? the birds? Why do you think as you do?"

6. "What things did you learn in this story about squirrels? about birds? about feeding birds?"

7. Refer the children back to the list made earlier about the characteristics of bird watchers. "Which of these characteristics did Elisabeth show in this story?"

8. "This story shows how Nature has given animals qualities they need for survival. What survival qualities did the squirrel have? What gifts has Nature given other animals which help them to outwit man or other creatures?"

Developing Comprehension, Research, and Listening Skills

Making judgments

Critical Comprehension. Write the following sentences on the board or on a chart. Ask the children to read each sentence silently, to decide whether it is true or not true, or whether the story did not give enough information to answer. Allow the pupils to refer to the reader. Then ask individual pupils to read each sentence aloud and tell their decision about it. Discuss with the pupils the reasons for their decisions.

1. The hardware store was in the next block. (not enough told)

2. Elisabeth and her father decided to keep the squirrel out of the bird feeder. (true)

3. The squirrel could squeeze through the holes in the chicken wire. (true)

4. Elisabeth's father made a cage for the squirrel out of chicken wire. (not true)

5. They attached the bird feeder to the glass of the picture window. (not true)

6. The squirrel came back every day all summer to try to reach the seed basket. (not enough told)

7. Finally Elisabeth's father shot the squirrel. (not true)

8. The story had an unhappy ending. (not true)

Classifying phrases

Literal Comprehension. Duplicate the following exercise and distribute copies to the children. Ask them to copy each phrase under the appropriate heading.

1. Where?

2. What?

3. Who?

4. When?

one morning

a loud thump

in bed

Elisabeth

peanuts

the storekeeper

very early

Mama

bird feeder

finally

into the kitchen

to the suet

Elisabeth's father

after a few seconds

Using the card
catalogue

Library Skills. Take the children to the school library and show them the Non-Fiction section of the card catalogue. Tell them that the books listed in these drawers are not story books but books giving information about many topics. Draw the children's attention to the letters marking the drawers. Tell them what these letters mean. "If I wanted to find what books the library had about birds, I would look in this drawer. If I wanted to find books about farming, I would look in this drawer."

Then give the children a list of topics and have them tell in which drawer each would be found — airplanes, snakes, fossils, puppets, space travel, France, Greek myths, toys, cats, African animals, horses, kites, and map making.

You may then give each child several topics, have him or her locate the correct drawer for the topic, and then go on to find the cards in the drawer for this topic.

Recognizing the main
idea

Literal Comprehension. Print the four sentences below on the chalkboard and have the children read them silently. Reread the first paragraph on page 52 for the pupils and have them decide which sentence tells the main idea of that paragraph. Have the pupils mark this sentence "Paragraph 1." Continue in a similar manner with the next three paragraphs and the remaining sentences.

1. Feed the birds with seeds, fat, and other things. (Paragraph 3)
2. Help birds through the long winter by feeding them. (Paragraph 1)
3. Feed your birds every day. (Paragraph 4)
4. Make easy bird feeders for your yard. (Paragraph 2)

INTEGRATIVE OPTIONS

Environmental Studies:
Science

Making Bird Feeders. Have the children look again at the bird feeder on page 42 of the story and talk about how it is constructed and why. "Do you have any bird feeders around your house? What do they look like?"

Ask the pupils to turn to page 52 and listen while you read the text. Let the children discuss the information presented and the illustrations of bird feeders on the facing page. Read the caption for each bird feeder to the children.

Have the children do library research to find out about other easy-to-make bird feeders. Let the children bring in the required materials and make bird feeders in class.

If possible set up some feeders outside the classroom windows. Establish a committee to be responsible for providing foods for the feeders. Record what birds use the feeders (a pictograph would be good here), at what time of day, and the behavior of birds at the feeders. A field guide will help the children identify the birds. If feeders cannot be set up outside the windows, have the children put them up at home and make reports to the class about the birds that visit.

The children might also construct and set up a simple bird bath near their feeders. It is best to provide a slow source of running water for the bath as the sound of the water attracts the birds. They will enjoy watching the birds drink and splash about.

Suggest that the children watch for new bird arrivals at the feeder or bath. A cooperative class "Bird Guest Book" could be made to record all the birds that visit. Have them illustrate and record their observations of bird behavior at the introduction of each bird.

Finding Out More About Birds. "Select a bird you would like to know more about. It could be a bird that has visited our feeders or another bird you know of. Make or find a colored drawing of your bird. Find out where it lives, if it is seasonal, what are its markings, the food it likes to eat and how it gets its food, how it builds its nest. Think of a way of recording what you have learned. Exchange your report with other children so that you can see what others have done."

When the reports have been completed and shared, let the children talk about the birds each one has studied. "Are there similarities? differences? How can you classify them for a display?" Possible classifications are Seed Eaters, Insect Eaters, and Meat Eaters.

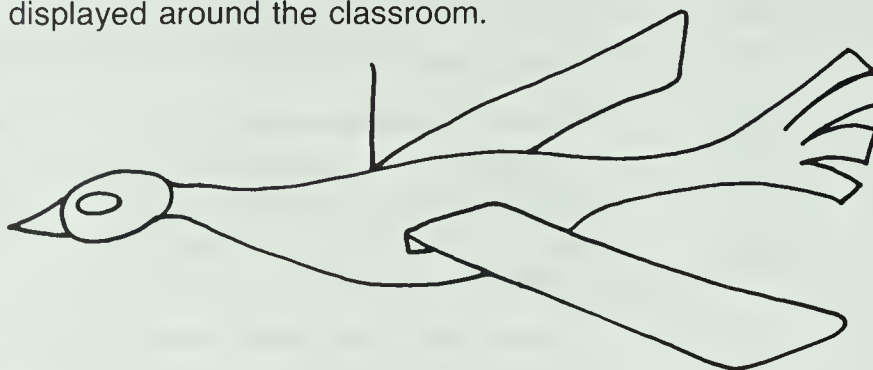
Some children might prefer to find out about squirrels instead of birds. Give these children an opportunity to share their reports with the group also.

Visual Arts

Making Bird Mobiles. Have the children make mobiles of birds recreating as authentically as possible their shapes and colors.

First the bird's body shape should be drawn onto construction paper the predominant color of that bird and cut out. Then two wing shapes should be drawn and cut out of construction

paper. These should then be stapled onto the body and folded upward to give the appearance of flying. Pieces of construction paper should then be glued on to show the coloring of the bird and its beak and eyes. The completed bird can then be suspended from a thread or string. These birds should be displayed around the classroom.



Book Center

Parkinson, Ethelyn M. *Rupert Piper and the Dear, Dear Birds*. Abingdon.

An engaging story of a boy who is recruited to be a bird bath custodian against his will. He eventually succumbs to the charms of the birds.

Film Center

Attracting Birds in Winter. 6 mins. Educational Film Distributors.

My Friend the Robin. 10 mins. Educational Film Distributors.

Winter Bird Hike. 12 mins. Educational Film Distributors.

Summer Bird Hike. 12 mins. Educational Film Distributors.

Birds in Winter. 10½ mins. 3669 Coronet.

Birds of the Dooryard. 10½ mins. 1513 Coronet.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using definition clues

Recognizing and identifying new words with multiple meanings

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /o/au, /o/aw

*Recognizing and identifying the phoneme-grapheme correspondence /û/u

Recognizing and identifying contractions

Recognizing and identifying possessive forms

*Recognizing and identifying words, using graphemic base *inkle*

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-9 for each pupil

Lined worksheets for the spelling exercises and dictation

Spelling notebooks

Word Meaning

New Words: Elisabeth, haunches, pruning shears, chickadees, suet, attached, bush, bought, overcome, exasperated, wrinkled, brow, considering

Decodable Words: squirrel, hungrily, scattered, point, hardware, unrolling, awake, squeezed, deserve

Enrichment Words: psychology, alarm clock, height

Recognizing and
identifying new words,
using definition clues

Give each pupil a set of cards numbered 1-9. Place the following words on the board:

1. haunches
2. shears
3. chickadees
4. suet
5. attached
6. bought
7. overcome
8. exasperated
9. wrinkled

Read the following definitions. Each time have the pupils find on the board the word that is being defined and hold up the card with the number of the word on it. When all the words have been defined, have some of them used in oral sentences.

This word means "annoyed or angry."

These are the parts of a body around the hips.

This is the hard fat of beef.

This means "made folds or ridges in something."

This means "did buy."

These are large scissors or cutting tools that are like scissors.

This means "get the better of, win out over, defeat."

These are small black, white, and gray birds whose song sounds like their name.

This means "fastened to."

Recognizing and
identifying new words
with multiple meanings

Write the following sentences and definitions on the board:

1. There was a flowering bush by the front door.
 - a. A woody plant, smaller than a tree.
 - b. Open forest or wild land.
 - c. Exhaust; tire out.
2. Joe helped Dad prune the rose bushes.
 - a. Cut out useless parts from.
 - b. A wrinkled, dried, sweet plum.
3. Elisabeth wrinkled her brow and thought.
 - a. Forehead.
 - b. Eyebrow.
 - c. The edge or top of a steep slope.
4. They stopped to consider what should be done next.
 - a. Think about in order to decide.
 - b. Be thoughtful of others and their feelings.

Have each sentence read. Then direct attention to the underlined word and the meanings below the sentence. Ask pupils to tell which meaning the underlined word has as it is used in the sentence. When the correct meaning has been chosen, discuss with the pupils the word or words that helped them to decide on the meaning. For example, in the first sentence the words are *flowering* and *front door*. The word *flowering* tells that a bush is a plant. The words *front door* rule out forest and wild land. When each sentence has been dealt with, ask volunteers to give oral sentences using the underlined word with one of the other meanings.

Write on the board *suet*, *bought*, and *bush* and have them pronounced. Call attention to the unexpected aspects of the words: *suet* — the *u* and *e* pronounced separately; *bought* — the *ough* standing for the unglided /o/ sound; *bush* — the *u* standing for the /û/ sound as in *book*.

Observing special
words

Phonemic Analysis

Recognizing and
identifying
correspondences
/o/au, /o/aw

Write these sentences on the board.

The squirrel sat up on his haunches.
He held a nut in his paws.

Have the sentences read. Call attention to the underlined words. Ask a pupil to pronounce the two words, as the others listen for the vowel sound heard in each one. Elicit that the same vowel sound is heard in both words. Have the sound identified as the unglided /o/ and ask pupils to identify the letters that stand for the vowel sound in each word.

Write the following words on the board:

exhaust	straw	outlaws	cause	laundry
launch	draw	automatic	claw	sawmill

Have each word pronounced, and the letters that stand for the unglided /o/ sound identified and underlined. Then ask pupils to use the words in oral sentences. Tell them that they may use plural forms or add verb endings to the words if they wish.

Recognizing and
identifying
correspondence /u/u

Write *bush*, *put*, and *pull* on the board and have them pronounced. Elicit that the same vowel sound is heard in all the words and have it identified as the sound heard in *book*. Note that the letter *u* stands for this sound in all the words. Explain that there are a number of words in which *u* stands for the sound heard in *book*.

Write the following sentences on the board:

Put some sugar on your pudding.
That bush is full of bugs.
If you can't pull the wagon, try pushing it.

Have each sentence read aloud. Ask the pupils to identify each word that contains *u* standing for the sound heard in *book*. Underline the words as they are identified. Ask pupils to use the underlined words in other oral sentences.

If you feel that a point of reference is necessary for a while, make a chart. The key picture and word will be *bush*. The other words will be *push*, *pull*, *put*, *full*, *pudding*, and *sugar*.

Structural Analysis

Recognizing and
identifying contractions

Write the following sentences on the board:

1. The squirrel couldn't reach the basket.
2. What's the matter?
3. We'll try something else.
4. That squirrel's very smart.
5. I'd like to see him jump up there.

Have each sentence read. Call attention to the underlined contraction and have a pupil tell the two words that the contraction stands for.

Then write these sentences on the board:

1. I have another idea.
2. We were not able to fool the squirrel.
3. He has not a chance now.
4. Do not give up yet.
5. Let us try once more.

Have these sentences read. Call attention to the underlined words in each sentence. Have pupils tell and spell the contracted form.

Recall with the pupils that we add 's to most words to show that something or someone belongs to the person, animal, or object named; that we add just the apostrophe only if the word ends in s. Write the phrases below on the board and have the pupils indicate whether 's or just the apostrophe should be added to each underlined word. When the decision has been made each time, add the 's or the apostrophe and have the phrase read aloud.

Elisabeth father her father idea

Recognizing and
identifying possessive
forms

the birds dinner
the squirrel tricks
the wire holes

the dogs barking
the two feeders seeds
the children games

Recognizing words,
using graphemic base
inkle

To present the base *inkle*, write the following words on the board in a column:

wrinkle
crinkle
sprinkle
tinkle
twinkle

Have the words read and the part that is the same in all the words identified and underlined. Ask pupils to use some of the words in oral sentences.

Reading in context
words formed on
graphemic bases

Write the following key words on the board and have them read: *wrinkle, rush, mice, boss, need, kite, seen, each*.

The edge of the paper was crinkled where he'd crushed it.
Sprinkle nuts on the rice pudding.
Toss some sunflower seeds to the squirrel.
Can the squirrel bite through the screen?
The squirrel couldn't reach the basket.

Point to sentences at random and ask pupils to read them aloud. Continue until each child has had at least one turn. If a pupil stumbles over a word, refer her or him to the key word.

Spelling

Spelling words formed
on graphemic base
inkle

Write *wrinkle* on the board and have it pronounced. Call attention to the *wr* standing for the /r/ sound at the beginning. Recall that other words can be made by changing the initial digraph to other consonants or consonant clusters.

Dictate the following words for the pupils to write on their worksheets. Present the words in sentences such as:

Her eyes twinkle with mischief. twinkle
He wanted to sprinkle some salt on his steak. sprinkle
I could hear the brook tinkle over the pebbles. tinkle
If you crinkle some paper, the kitten will play with it. crinkle

Now ask the pupils to write *wrinkle* on their worksheets and then write the following words as you indicate the initial consonant or consonant cluster each time.

wrinkle → crinkle → sprinkle → tinkle → twinkle

Spelling useful words:
again, another

Write these sentences on the board and have them read.

The squirrel is in the bird feeder again.
We'll have to try another plan.

Call attention to the underlined words and discuss their spelling. Ask volunteers to use the words in other sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Spelling words: basket,
bought

Write *basket* and *bought* on the board and have them pronounced. Discuss the spelling of the words, calling attention to the *ough* standing for the unglided /o/ sound in *bought*.

Ask the pupils to copy each word five times on their worksheets. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as the following:

They placed the flowers in a basket. basket
Dad bought me a new coat. bought

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

- Recognizing and identifying exclamatory sentences and phrases
- Recognizing and identifying words denoting sequence of events
- Recognizing, identifying, and producing complex and compound sentence patterns using the connectives *while, and then, after, as, until, and when*; using sequence words and connectives
- Recognizing, identifying, and producing exclamatory sentences
- Recognizing, identifying, and using irregular past tenses *left, bought, shook, brought, saw, stood, hung, held, drove, felt, shot*
- Recognizing and identifying pronouns and their antecedents; using pronouns in sentences
- Recognizing, identifying, and using adverbs
- Recognizing and identifying the use of periods, commas between clauses and with direct speech, question marks, quotation marks, exclamation points, and apostrophes; punctuating sentences
- Recognizing, identifying, and producing alphabetic sequence

Materials Needed

- The readers
- Lined papers or notebooks
- Colored chalks
- Cards for the words required under "Dictionary Skills"
- Dictionaries

Sentence Awareness

Recognizing and identifying exclamatory sentences and phrases

Have the pupils turn to page 40 of the story and read the second last paragraph.

"What mark do you see at the end of each sentence in this paragraph?"

"How do you suppose Elisabeth felt as she was saying these words? Read the sentence the way the exclamation points tell you to read."

Ask the children to turn to page 42 and read the last paragraph.

"How do you think Elisabeth felt as she said these words? What mark helps you to understand how she felt? Read the words the way you think Elisabeth said them."

Have the pupils find and read other exclamatory sentences and phrases in the story.

Recognizing and identifying words denoting sequence of events

Direct the pupils to turn again to page 40 and read the first sentence in the first paragraph. "What does this sentence tell you about?"

"Did Elisabeth hear the loud thump before she was lying in bed, after she was lying in bed or at the same time that she was lying in bed?"

"What word tells you that Elisabeth heard the loud thump at the same time that she was lying in bed?" (*while*)

Have the pupils read the next paragraph on page 40. "What happened in this part of the story?"

"The squirrel landed on the evergreen tree and he bounded from the tree to the ground. Did he land on the evergreen tree first, or did he bound from the tree to the ground first? Which of these two things did he do second?"

"What word tells you that the squirrel landed on the evergreen tree first and bounded from the tree to the ground second?" (*Then*)

"Read the sentence that tells you which of these two things happened second. How will you say the word *Then* to help us understand which happened second?"

Ask the children to read the paragraphs on page 41. "What do these two paragraphs tell you?"

"Elisabeth suggested that she and her father trim the tops of the evergreens. Did her father cut off the tops of the trees right away, or did he do this later? What words tell you when he cut

off the tops of the trees? How much time might have passed until he cut off the tree tops? Why do you think so?" (After breakfast)

"Now read the next page. Did Elisabeth hear another loud thump the same day or another day? What words tell you when Elisabeth hears another loud thump?" (The next morning)

"Read the first two paragraphs on page 44. What happened in this part of the story?"

"Elisabeth's father attached a piece of string to the suet and he caught sight of the squirrel. Did he catch sight of the squirrel before he attached the piece of string, at the same time that he attached the string, or after he attached the piece of string? What word tells you that he caught sight of the squirrel at the same time that he attached the piece of string?" (As)

Have the children turn to page 48 and read the third and fourth paragraphs. "What happened in this part of the story? Did Elisabeth and her father think for a long time or a short time before she said that they could attach the feeder right to the glass? What words tell you that they thought for a long time before Elisabeth made her suggestion?" (*thought and thought and Finally*)

Have one or two pupils read the third and fourth paragraphs aloud. "How will you say the word *Finally* to help us understand that Elisabeth made her suggestion after a long time?"

Sentence Building

Print the following pairs of sentences on the chalkboard. Have the children silently read each sentence and the connectives after it.

- | | | |
|--|---------|---------|
| 1. Elisabeth heard a noise in the kitchen. She was lying in bed. | while | because |
| 2. The dog made a hole in the ground. He put a bone in the hole. | | after |
| | and | then |
| 3. Elisabeth did her homework. She ate her supper. | after | if |
| 4. Mike caught sight of the yellow bird. He came into the yard. | as | until |
| 5. Mary played outdoors. It grew dark. | because | until |
| 6. The birds were happy. The squirrel couldn't get their food. | when | before |
| 7. Ken saw his new friends. He went to school. | next | when |

Direct the children to form each pair of sentences into one sentence, using the more suitable of the two connectives. Give whatever guidance is necessary to have the children form the complex (or compound) sentence. Print the newly formed sentence on the chalkboard as it is given by the pupils. Have the sentence read again, and then have the group note what changes occurred in meaning, punctuation, capitalization, and wording.

Print the following sentences on the chalkboard and have the children read them silently and aloud. Have the pupils tell which of the sentences are exclamatory sentences. Then have them take turns punctuating the sentences.

1. Look. The squirrel's back again.
2. Should we feed the birds at night and in the morning?
3. What a nerve that squirrel has.
4. I've never been so angry before.
5. What a wonderful surprise.
6. Elisabeth isn't going to the park today.
7. We've got him.
8. Ouch.
9. The squirrel was eating sunflower seeds.

After the exercise is finished, have the pupils compose two or three exclamatory sentences of their own and print them on their papers. Then have them take turns reading their sentences aloud.

Print the following pairs of sentences on the chalkboard and have the children read them silently.

1. I will leave my books on the desk. Yesterday I _____ them on the floor.
2. Elisabeth will buy a small basket today. Yesterday she _____ some chicken wire.
3. Don't shake the rug outside. You already _____ it once.
4. Please bring home some ice cream. Bring the same kind you _____ last week.
5. Did you see the hockey game on TV? Beth and I _____ it last night.

Recognizing,
identifying, and
producing complex
and compound
sentence patterns
using the connectives
while, and then, after,
as, until, and when;
using sequence words
as connectives

Recognizing,
identifying, and
producing exclamatory
sentences

Recognizing,
identifying, and using
irregular past tenses
left, bought, shook,
brought, saw, stood,
hung, held, drove, felt,
and shot

6. Come and stand over here. Stand in the same place you _____ last time.
7. Pat will hang the clothes on the line today. Who _____ them up last time?
8. Hold the kitten gently. Do you remember how you _____ it before?
9. Who will drive the car today? Who _____ it yesterday?
10. How do you feel today? I know you _____ well yesterday.
11. Did the magic horses shoot up into the air? When Phaeton was in the chariot, the _____ up into the heavens.

Refer to the first pair of sentences. Have pupils read the sentences aloud, using the correct past tense form in the second sentence. Print the verb in the blank space and have the sentences read again.

Continue in the same manner with the rest of the sentences. After the exercise is finished have the children use some of the past tenses to compose sentences of their own, orally.

Print the following pairs of sentences on the chalkboard and have the children read them silently and aloud. In each pair, direct the pupils to insert a pronoun in the blank space to replace the underlined noun(s) in the first sentence. The entire exercise may be done on the chalkboard, or the pupils may complete the last two or three parts on their lined papers.

1. Elisabeth saw the squirrel in the yard. _____ saw some birds too.
2. Elisabeth's father took the large shears. _____ cut off the tops of the trees.
3. Mikiel called the ducks. One little duck came to _____.
4. Winifred spoke to Mrs. Green. Mrs. Green answered _____.
5. Elisabeth and I went to see our friends. _____ were happy to see _____.
6. Patrick and Jim rode their bikes for a long time. Then Dad called _____ to come home.
7. Grandma gave Randy and me some books. Grandpa gave _____ a game.

Print the following pairs of sentences on the chalkboard and have the pupils read them silently and aloud. In each pair, have the pupils identify the pronoun in the second sentence and then underline the corresponding antecedent in the first sentence.

1. Sam has a new bike. He got it at Mr. Farmer's store.
2. Yesterday Pam went to a party. She had lots of cake and ice cream.
3. The horses raced across the fields. Then they jumped over the stream.
4. I think Janey and I will go to our rooms now. We are sleepy.

Ask the children questions such as the following and have them answer in complete sentences, repeating the adverb in the question each time.

"When Elisabeth saw the squirrel in the bird feeder again did she call her father quietly or excitedly?"

"When Elisabeth's father saw the squirrel eating the seeds did he shout angrily or happily?"

Print the following sentences on the chalkboard. Have the pupils read each sentence and the words at the end. Then have the children take turns reading the sentences aloud, inserting the correct word in the blank space.

1. The birds pecked at the seeds _____. hungrily hungry
2. The children clapped their hands _____. smart smartly
3. Mike rapped _____ on the window. sharp sharply
4. The squirrel held on to the wire _____. tightly tight
5. The teacher explained the work to us very _____. simple simply
6. We heard the bell ring _____. loud loudly
7. The clown _____ stepped up to the big lion. nervously nervous
8. Bob and Jane marched _____ in the parade. proud proudly

Punctuation

Print the following sentences on the chalkboard and have the pupils read them silently and aloud. Guide the pupils as they take turns inserting the correct punctuation marks in the first four sentences. Then have them print the remainder on their papers, adding the punctuation marks as they do so. After the exercise is finished, have the children punctuate the last four sentences on the chalkboard. A different color of chalk may be used for each kind of punctuation mark.

Recognizing and identifying pronouns and their antecedents; using pronouns in sentences

Recognizing, identifying, and using adverbs

Recognizing and identifying use of periods, commas, question marks, quotation marks, exclamation points, and apostrophes; punctuating sentences

1. Are you going to see Elisabeths new bird feeder
2. Ha-ha Weve outsmarted you
3. Id like to see the squirrel get through this wire said Elisabeths father
4. When the alarm clock rings we will get up quickly
5. Here comes a giant flying squirrel
6. Hurry before the blue monster gets you
7. The lion ate the raw meat and Randy ate the peanuts
8. The store manager asked What are you going to do with all that wire

Dictionary Skills

Prepare two or three cards for each of the following words: *Elisabeth, suet, haunches, attach, over, wrinkle, brow, diamonds, thousand, problem, kitchen, glass, fool, night, roll, very, minute.*

Give eight, nine, ten, or more word cards to each pupil in the group. Direct each child to place his or her cards in correct alphabetical order. Have the children repeat the process several times, using different word cards each time.

After the exercise is finished, have the pupils arrange all the cards in alphabetical order on the chalkboard ledge. Then have the pupils work in pairs to locate the words in their dictionaries.

Recognizing,
identifying, and
producing alphabetic
sequence

WRITING

Objectives

Learning to write the letters *n* and *m*

Developing vocabulary chart

Giving directions, oral and written

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebooks

The readers

Chart paper

Paper and notebooks for personal writing

Handwriting

Teach the pupils how to write the lower-case form of the letters *n* and *m*.

First, demonstrate the writing of the letter *n* two or three times at the chalkboard. Then continue with the suggested demonstration and practice procedure.

Learning to write the
letters *n* and *m*



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations. Be sure the children can write each combination correctly before practicing the next one.

Column 1

Column 2

Column 3

Column 4

ma

mu

mt

mv

md

me

mk

em

mq

mv

mo

um

mt

ms

om

on

Teach the children how to write the lower-case form of the letter *m*.



When the pupils can write the letter *m* correctly, have them practice the following letter combinations.

Column 1

Column 2

Column 3

ma

im

pm

me

um

rm

mu

om

sm

mv

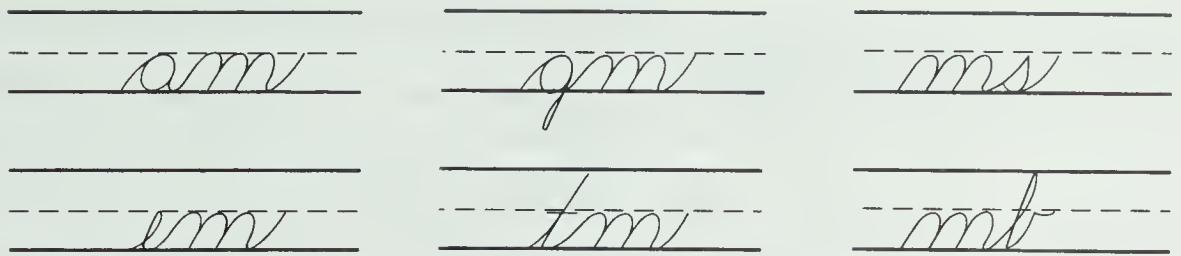
cm

lm

mo

dm

mp



When the children can write the foregoing combinations correctly and easily, have them practice the combination below.



Directed Writing

Have the pupils look through the reader selection to find "bird words" and "animal words." Develop a vocabulary chart of these and related words and phrases found in the story. Display the chart with the charts of "Water Words" and "Sky Words" made previously.

Ask the children whether they have ever made a bird feeder or any other item for an animal. Have two or three of the pupils explain how they made their feeders or other items.

Using the pupils' suggestions, list on the chalkboard step-by-step directions for one or more activities such as the following:

- making a wooden bird feeder
- making a bird feeder basket
- making a hole in a coconut
- spreading peanut butter on a pine cone
- putting suet in a mesh onion bag
- making a bird feeder from a milk carton
- putting sunflower seeds in a bird feeder
- pruning the tops of evergreen trees
- putting chicken wire across tops of evergreen trees
- setting an alarm clock
- hanging a feeder basket on a window frame

Have the pupils mime the activity first and then tell each step of the directions in sequential order. Print the directions on the chalkboard as they are given by the pupils and direct the group to continually check them to be sure every necessary step has been included.

The directions for spreading peanut butter on a pine cone might begin as follows:

- Take a large pine cone and dust it off.
- Put some peanut butter on a knife or other spreader. . .

List on the chalkboard several of the above activities for which directions have not been previously given. Print the first step or the first two steps of the directions under each activity. Have the pupils work in pairs, select one or more of the activities, and write the directions on their papers. Let them use the completed chalkboard directions as models.

After the pupils have written their directions, let them take turns reading the instructions aloud, while the others follow the step-by-step procedures to do or mime the activities.

Creative Writing

Have the children work on their own or in pairs to write directions for any of the activities listed under "Directed Writing" not previously selected. Erase the chalkboard models and encourage the pupils to write as much as possible without referring to the directions they wrote earlier.

Suggest that the pupils write directions from a squirrel's point of view for the following: eating peanuts; getting to a bird feeder from the ground; getting through chicken wire on

evergreens; getting to evergreen tops that are covered with wire screening; leaping from one tree to another.

Suggest that the children refer to the vocabulary chart of bird and animal words for ideas for original stories and poems.

The pupils might enjoy rewriting the reader selection from the squirrel's point of view. Suggest that they put themselves in the place of the squirrel and try to imagine what he was thinking and feeling during the story — how he felt when he first discovered the bird feeder filled with food; what he thought when Elisabeth tapped on the window to scare him away; what he thought and felt each time he saw Elisabeth and her father use a new method to keep him out of the feeder; how he planned to outsmart Elisabeth and her father; how he felt when he got the food each time; how he felt when he couldn't reach the little basket feeder; and what he thought when he saw the wooden feeder on the ground filled with food.



INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying new words

Recognizing and identifying possessive forms with 's, s'

Recognizing and identifying contractions

Objective

Recognizing and identifying new words

Number of Players

Three

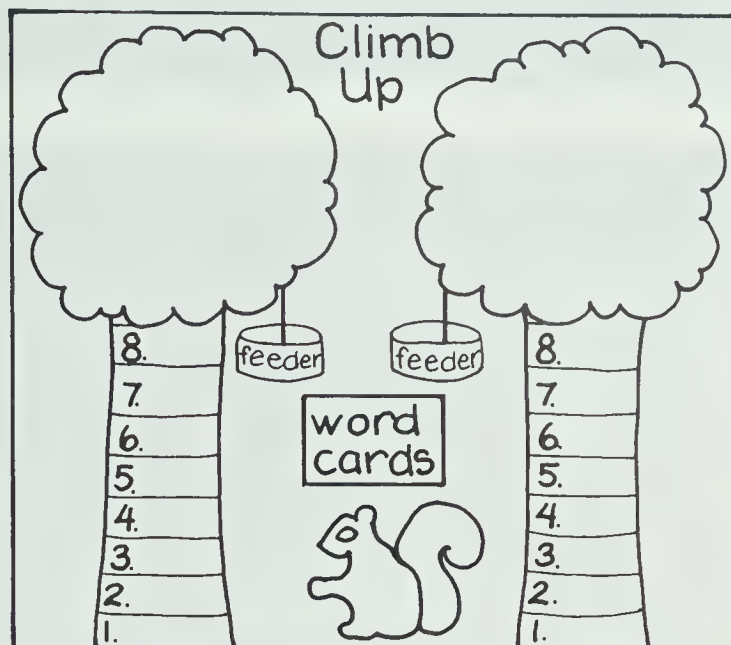
Materials Needed

One "Climb Up" board
Word cards such as: *shears, bush, bought, brow, overcome, attached, honor, diamonds, thousand, ordinary, chariot, special, music, study*

Procedure

One player is "It" and shuffles all the cards. This player shows one card at a time to each player. If the player can read the word correctly, the card is placed on his or her tree. The first player to reach the top of the tree is "It" for the next game.

Climb Up



Objective

Recognizing and identifying possessive forms with 's, s'

Number of Players

One

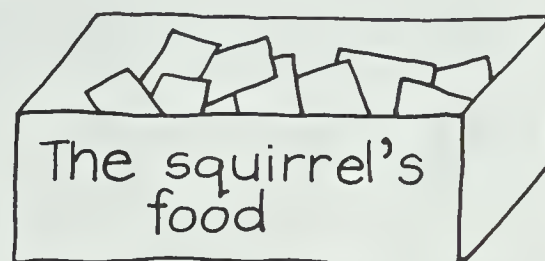
Materials Needed

Two boxes labeled "The squirrel's food" and "The birds' food"
Word cards such as: *cats', dog's, woodcarver's, chariots', Phaeton's, pilots'*

Procedure

The player sorts the cards into the correct feeder according to the label on each feeder.

Bird Feeders



Objective

Recognizing and identifying contractions

Number of Players

One or more

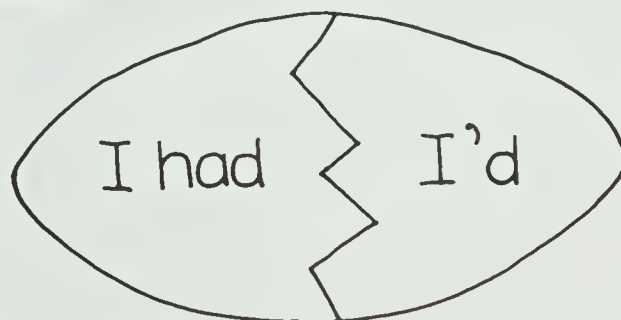
Materials Needed

Football-shaped cards cut into two puzzle sections, with contractions on one half and the long form on the matching half.

Procedure

The player matches contraction and long form halves of each football.

Footballs



COMPREHENSION

Using the table of contents
Formulating questions
Observing picture details
Drawing inferences; inferring feelings
Recalling details; verifying answers
Evaluating story title; making up title
Applying story theme to personal experience
Valuing story ending
Introducing kinds of cards in the card catalogue
Using formal headings
Recalling and comparing stories
Recognizing and identifying main idea

INTEGRATIVE OPTIONS

Visual Arts — illustrating the story; making a mural
Library Research — finding out more about ducks
Environmental Studies: Science — experimenting to see how a duck waterproofs its feathers
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Observing special words
Recognizing and identifying the phoneme-grapheme correspondences /û/u, /u/ou, /ü/ou
Recognizing and identifying prefixes and suffixes
*Recognizing and identifying the suffix *able*
Applying syllabication in decoding words
Observing the spelling of useful words; of spelling words

LANGUAGE DEVELOPMENT

Recognizing and identifying words denoting sequence of events
Recognizing, identifying, and using adverbs
Recognizing, identifying, and using capitalization
Recognizing, identifying, and producing variation in sentence patterns
Recognizing, identifying, and using irregular past tenses *slid, found, flew, flung, brought, were, did, saw*
Recognizing, identifying, and using present tenses *has, have, is, are, doesn't, don't*
Recognizing, identifying, and using homonyms

WRITING

Learning to write the letters *v* and *y*
Adding words to vocabulary chart
Writing captions for pictures
Developing letter cooperatively; identifying parts of a letter
Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying phoneme-grapheme correspondences /u/u, /û/u-e, /û/u, /u/ou, /ü/ou, /ou/ou
Recognizing and identifying words with prefixes *a, be, de, ex, re, pre, un, dis*

Literary Appreciation**

Relating picture and story
Drawing inferences about story characters' feelings; about story situations
Applying story theme to personal experience
Valuing story ending
Comparing stories

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /û/u, /u/ou, /ü/ou

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Formulating questions
Observing picture details
Drawing inferences; inferring feelings
Valuing
Recalling details; verifying answers
Evaluating story title; making up title
Applying story theme to personal experience
Valuing story ending
Introducing kinds of cards in the card catalogue
Using formal headings
Recalling and comparing stories
Recognizing and identifying main idea

Developing Pupil Inquiry

Have the children find the title of the story in the table of contents. Ask a volunteer from the group to read the title. Have the pupils suggest questions that they would like to ask about this story. Develop a question box in the usual manner.

Direct the pupils to turn to the page on which the story begins to see what they can learn about it. Have the children read the title and look at the picture on page 54. "What is the girl in the picture doing? What is happening outside the window? What season does it look like in the picture? Tell why you think as you do."

Let the children look at the pictures on the succeeding pages of the story and discuss what is happening in them. Page 56: "What are the girl and her mother about to do? What do you think might have happened to the duck?" Page 59: "Why is the duck flying against the top of the cage? How does the girl feel? Why do you think she feels this way?"

Ask the pupils whether there are any other questions they would like to have answered in the story. Add these questions to the question box and have the pupils read them. Some examples of questions the children might pose are

Who is the visitor?
How did the duck get so dirty?
Does the girl let the duck go free?

"Now read the story to see whether you can find the answers to your questions."

Developing Pupil Response

Let the pupils read the entire story silently. When they finish reading, encourage reactions to the story. "Did you like this story? Why or why not?"

"Did you find the answers to your questions?" Refer to the questions in the question box. Have the children tell the answers in their own words and verify their answers by reading aloud the pertinent story lines. As each question is answered and verified, let the children check it off in the question box.

Synthesizing

1. "Is 'The Visitor' a good title for this story? Why or why not? Make up another title."
2. "What things did Jackie and her mother do to help and take care of the duck?"
3. "Have you or someone you know ever taken care of a wild animal? If so, tell about it."
4. "How did Jackie feel about letting the duck go? Why might she have wanted to keep the duck? Do you think Jackie made the right decision in letting it go free?"

Drawing inferences

Valuing story ending

Introducing kinds of
cards in the card
catalogue

5. "Why did the duck want to fly away even though he had a good home with Jackie? Why is it not a good idea to keep wild animals as pets?"

6. "What did you think of the story ending? How did it make you feel? Why?"

Developing Comprehension, Research, and Listening Skills

Library Skills. Make large-size replicas of the title, author, and subject cards for a primary fiction book. Point out to the pupils how the information on the top line of the card differs in each case. Remind them about the call number and what it tells them. (FIC — fiction book; MAC — first 3 letters of the author's last name.)

Show the children how the cards are arranged alphabetically in the drawers of the card catalogue.

Take a number of cards at random out of the card catalogue. Have the children tell whether each card is a title, author, or subject card. Then ask the children to go to the fiction shelf and locate the book for each card.



Pose the situations below to the children. Have them discuss what should be done in each case and have them use the card catalogue to find the card(s) in question.

"A friend told me that the book *Charlotte's Web* was very good. How would I go about finding this book in the library?"

"My little brother loves books by Dr. Seuss. How could I find out the names of all the Dr. Seuss books in the library?"

"I love reading books about horses and dogs. How could I use the card catalogue to help me find horse and dog stories?"

Using formal headings

Notemaking Skills. Print the groups of questions below on the chalkboard. Have the children read each group of questions and make up one or two word headings to sum up the topic covered.

1. (Appearance)

What do male mallard ducks look like?

How are the female ducks different in appearance?

2. (Where Live)

Where do mallard ducks live in the summer?

Where do mallard ducks live in the winter?

3. (Food)

What things do mallard ducks eat?

How do they get their food?

Where do mallards find their food?

4. (Nests)

Where do mallard ducks build their nests?

What do they make nests of?

Do male and female ducks both help make nests?

5. (Eggs)

How many eggs does the female duck lay?

How long do the eggs take to hatch?

6. (Baby Ducks)

What do baby ducks eat?

Does the male duck help take care of the baby ducks?

How long do the babies stay with their parents?

If you wish, you could have the children go on to do research about mallard ducks and find the answers to as many of the questions as possible. These answers could be written up cooperatively in the form of a report.

*Recalling and
comparing stories*

Critical Comprehension. “In what other story in this book does someone take care of wild animals and birds?” Have the children compare the events and characters in this story with those of “Elisabeth the Bird Watcher.” How are the two heroines’ attitudes toward animals similar and different? Compare other aspects of their personalities. What do other characters do in each story? How does each story present information about animals? What lessons can be learned from these stories?

If the children can recall the story “Janey’s Boss,” it could also be brought into the discussion.

The children could organize the points they discussed in a summary chart.

Literal Comprehension. Place the following activity on the chalkboard or do it orally with the pupils. Have them read each paragraph carefully and decide which sentence tells the main idea of the paragraph — the first or the last sentence. Tell them to watch for one paragraph — in this paragraph none of the sentences tell the main idea of the paragraph. Discuss with the pupils the reasons for their choices and have a pupil underline the sentence chosen. Emphasize why and how their choices express the main idea of each paragraph.

The duck lay still among the reeds. It couldn’t move at all when Jackie came near. Its body and head were covered in thick black oil. Its feathers were frozen right into the ice. The duck needed Jackie’s help if it were going to live.

Ducks know how to make their feathers waterproof. They do this so they will float in the water. They groom the feathers with their bills. This works oil from their body into the feathers. The oil is what makes the feathers waterproof.

Jackie switched on the kitchen light. She made a sandwich and got a glass of milk. She ate her snack. Then she went back to bed.

The mallard had a brown and soft gray body. His head was a deep green that gleamed in the winter sunlight. The band of white around his neck was like a snowy collar and his bill was the color of sunshine. The mallard was a very beautiful bird.

INTEGRATIVE OPTIONS

Visual Arts

Illustrating the Story. Let the children paint pictures illustrating their favorite parts of the story. When these are finished, display them on the bulletin board.

Library research

Environmental Studies:
Science

Making a Mural. One group might work together to paint a mural depicting the events of the story in sequence.

Finding Out More About Ducks. The children could pose questions they would like to have answered about mallards and do research to find the answers. As an alternative, they could do general research about other species of ducks and geese.

A bulletin-board display of their completed written reports and pictures should be arranged.

Experimenting to See How a Duck Waterproofs Its Feathers. Have the children do the following experiments:

1. Pour oil into a glass of water. "What happens? Where does the oil go? Why might it go here?"

2. Take a bird feather and sprinkle water on it. "Does it get wet?"

Put some cooking oil on your fingers and then pull the feather through them several times. Then sprinkle water on the oiled feathers. "What happens to the water this time?"

Have the children formulate their conclusions from these experiments and record them on a chart.

Film Center

Adventures of Chico. 55 mins. Educational Film Distributors.

Make Way For Ducklings. Weston Woods.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /û/u, /u/ou, /ü/ou

Recognizing and identifying prefixes and suffixes

*Recognizing and identifying the suffix *able*

Applying syllabication in decoding words

Observing the spelling of useful words

Observing the spelling of spelling words

*Introduction to new element

Materials Needed

A set of cards numbered 1-7 for each pupil

Lined worksheets for the phonemic analysis exercise

Lined worksheets for the syllabication exercise (optional)

Lined worksheets for the spelling exercises and dictation

Spelling notebooks

Word Meaning

New Words: visitor, Jackie, oil tanker, frozen, among, mallard, groom, different

Decodable Words: oil, death, disappear, steady

Enrichment Words: Georgian Bay, Lake Huron, shivered, fuel oil, dishwashing liquid, latch

Give each pupil a set of cards numbered 1-7. Put the following words and sentences on the board:

1. visitor

2. oil tanker

Recognizing and
identifying new words,
using context clues

3. frozen
4. among
5. mallard
6. groom
7. different

We had _____ peas for dinner.
 Mom's _____ only stayed a couple of hours.
 We saw many _____ kinds of monkeys at the zoo.
 Weeds were growing _____ the flowers.
 Oil leaked from the _____ as it sailed across the lake.
 Jackie saw a flock of _____ ducks.
 Birds _____ their feathers to keep them smooth and clean.

Have each incomplete sentence read. Ask the pupils to find on the board a word that will make sense in the sentence and hold up the card with the number of the word on it. When a word has been chosen, write it in the blank in the sentence and have the completed sentence read by a pupil as the other pupils listen to be sure the word belongs in the sentence. Then discuss with the pupils the word or words in the sentence which helped them to know which word to select.

Observing special words

Write *among* and *mallard* on the board and have them pronounced. Call attention to the unexpected aspects of the words: *among* — the *o* standing for the unglided /u/ sound; *mallard* — the *a* standing for the unglided /a/ sound, even though it is followed by double *l*.

Phonemic Analysis

Write *double*, *bush*, and *soup* on the board and have the words pronounced. Ask pupils to identify the vowel sound heard in each word and name the letters that stand for each sound.

Distribute lined worksheets to the pupils and ask them to write *double*, *bush*, and *soup* on the worksheets as headings.

Write the words below on the chalkboard.

rough	push	group	enough	sugar	route
youth	you	couple	pudding	pull	young

Ask the pupils to look at each word and think, not say, how the word is pronounced. Then they are to write the word under the heading that has the same vowel sound as is heard in the word or the stressed syllable of the word.

When the pupils have finished, ask individuals to read the words they have listed under each heading, as the others in the group listen to check their own lists. Then have some of the words used in oral or written sentences.

Structural Analysis

Write the following words on the board:

gently	exasperate	sleepless
remove	heaviness	steadiest
peaceful	disappear	believe
furry	invention	earlier
awake	unlikely	depart

Point to words at random and ask pupils to pronounce the designated word each time, identify by spelling the prefix and/or suffix, and pronounce and spell the root word.

Write the following words on the board:

read	wash	consider	pour	reason
laugh	enjoy	comfort	suit	spread

Write the suffix *able* on the board. Call upon pupils to come to the board and write *able* at the end of each word. Have each word with the suffix pronounced and used in an oral sentence. Recall the word *able* and point out the fact that the suffix *able* gives the meaning *able* to a word, as in *readable*, "able to be read."

Write on the board:

valuable

lovable

usable

believable

Have the suffix *able* underlined in each word. Call upon pupils to name and spell the root word. As each root word is given, write it above the suffixed form. Draw attention to the final *e* and help the pupils to realize that when the suffix *able* is added to a word ending in *e*, the *e* is dropped. Explain that when the suffix *able* is added to a word, it changes the word into a describing word or adjective. Demonstrate with these sentences.

The children *love* the puppy

He is a *lovable* puppy.

I can *wash* this shirt.

It's a *washable* shirt.

Syllabication

Write these sentences on the board:

I've painted the doghouse once, but I'll have to repaint it a second time.

Tina was unsteady on her bike, started to wobble badly, and then fell off.

Mr. Mugs showed that he was fearless in rescuing the girl.

Ask the pupils to read each sentence to themselves and look at the underlined word. They are to look for a prefix, a suffix, or both, divide the words into syllables, say the word, and then tell what they think the word means.

Spelling

Write *like*, *dark*, *hope* on the board and have them pronounced. Then dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences.

likely, likeness, likable

darker, darkest, darkly, darkness

hopeful, hopeless

Then write the word *among* on the board. Have the word pronounced and have the pupils note the prefix *a*, and the *o* standing for the unglided /u/ sound. Ask pupils to use the word in oral sentences. Then have the word entered in the list of useful words in the pupils' spelling notebooks.

Put *visitor*, *south*, and *feather* on the board and have them pronounced. Discuss the spelling of the words, calling attention to the *s* standing for the /z/ sound and the *o* in the final unstressed syllable in *visitor*; the *ou* standing for the /ou/ sound in *south*; the *ea* standing for the unglided /e/ sound and the final *er* in *feather*.

Ask the pupils to copy the words five times on their worksheets. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as:

An unexpected visitor came to see us today. visitor

Some birds fly south for the winter. south

The duck had oil on its feathers. feathers

If a pupil misspells a word, have her or him enter the word in the list of difficult words in her or his spelling notebook.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying words denoting sequence of events

Recognizing, identifying, and using adverbs

Recognizing, identifying, and using capitalization

Recognizing, identifying, and producing variation in sentence patterns

Recognizing, identifying, and using irregular past tenses *slid, found, flew, flung, brought, were, did, and saw*

Recognizing, identifying, and using present tenses *has, have, is, are, doesn't, and don't*

Recognizing, identifying, and using homonyms

Materials Needed

The readers

Lined papers and/or notebooks

Sentence Awareness

Recognizing and
identifying words
denoting sequence of
events

Have the children turn to page 55 and read the first sentence in the second-last paragraph. "When did Jackie think that the duck was dead? What words tell you *when* Jackie thought the duck was dead?"

"What was the very next thing that happened, right after Jackie thought the duck was dead?"

Ask the children to read the first and second paragraphs on page 57. "Jackie washed the duck's feathers and she put the duck in the bed of straw. Which of these two things did she do first? Which did she do second?"

"What word tells you that Jackie washed the duck first and put him in the bed of straw second? Read the part of the story that tells you that Jackie washed the duck and put him in a bed of straw. How will you read the word *Then* to help us understand that Jackie put the duck in the bed of straw second?"

"Did Jackie go downstairs to see the duck right away, or did some time pass before this happened? What words tell you that some time passed before Jackie went downstairs?"

Ask the children to read the first paragraph on page 58. "What words tell you when a very different duck walked up and down in the pen?"

"Now read the next paragraph. What did Jackie say to her mother in this part of the story?"

"Does Jackie think that the duck will be tame after a very short time, or does she think that the duck will be tame after a very long time? What word tells you that it will be only a very short time?"

"Read the first sentence on page 59. Did Jackie and her mother come out to look at the duck right away or after a while? What word tells you that they came out after a while?"

"Now read the second-last sentence on this page. What happened in this part of the story?"

"The ducks disappeared out over the bay and the duck in the pen flew against the top of it. Did the 'V' of ducks disappear over the bay before the duck on the ground flew against the top of the pen, after the duck flew against the top of the pen, or did these two things happen at the same time?"

"What word tells you that these two things happened at the same time? Read the sentence aloud. How will you say the word *As* to help us understand that these two things happened at the same time?"

Have the children read the second-last paragraph on page 60. "What three things did Jackie do at the beginning of this part of the story? What did she do first? What did she do next? What was the last thing she did? What word tells you that Jackie flung the door open last?"

"The duck was a bit shaky at first. Did it take a long time or a short time until his wings became strong? How do you know?"

"Now read the last paragraph on the page. Jackie felt the snow against her face; Jackie hunched her shoulders and turned away. Did these two things happen at the same time or at two different times? What word tells you this?"

Ask the children to turn again to page 55 and direct attention to the second sentence in the second-last paragraph. "Jackie slid her hands under the duck. What word tells you how Jackie slid her hands under the duck?"

"Now read the last sentence in this paragraph. What did Jackie do with the duck? What word tells you how Jackie took the duck in her hands?"

Recognizing and
identifying use of
adverbs

"Read the beginning of the third paragraph on page 58. Jackie's mother spoke to Jackie. What word tells you the way that Jackie's mother spoke?"

"Find the sentence on the next page that tells about the duck swimming in the water. What word tells you how the duck was swimming?"

Recognizing and
identifying uses of
capitalization

Have the children turn back to page 54 of the story and find the capitalized words on this page. Elicit that capitalization occurs in the title of the story, at the beginning of each sentence, at the beginning of the names *Mom* and *Jackie*, at the beginning of the names of the places *Georgian Bay* and *Lake Huron*, in the special use of the letter "V," and at the beginning of the name of the month *November*. Encourage the children to explain in their own words the reasons for the capitalization of these words.

Sentence Building

Refer to the following sentences on the chalkboard and direct attention to the first one.

1. Jackie stood in the living room at the big picture window. (p. 54)
2. In the dusk the lights of an oil tanker could be seen. (p. 54)
3. Everything was covered with ice when Jackie went out early the next morning. (p. 55)
4. It was frozen fast in the ice and its body and head were covered with greasy black oil. (p. 55)
5. Jackie thought it was dead at first. (p. 55)
6. Look what I've found, Mom. (p. 55)
7. If it's going to live we'll have to clean it off somehow. (p. 56)

Have the pupils read the sentence aloud and then formulate a new one by rearranging the words. Print the new sentence on the chalkboard beside or under the original one. Ask a child to read the new sentence aloud, while the others follow along to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new sentence.

Continue in the same manner with the rest of the sentences on the chalkboard. Have the pupils formulate the last two or three sentences on their lined papers. Then have the children refer to the pages indicated in parentheses above to find and read the sentences they formulated.

Print the following pairs of sentences on the chalkboard and have the children read them

1. Jackie likes to slide on the ice. Yesterday she _____ on the ice at her friend's place.
2. Where did you find your pen? Was it in the same place that you _____ your pencil?
3. The plane will fly over Elisabeth's house today. Last week it _____ over Jackie's house.
4. How far can Sam fling the ball? He _____ it a long way the last time he played ball.
5. Jan will bring her kitten to school today. Last month, she _____ her fish to school.
6. The children are playing in the yard now. Where _____ they playing five minutes ago?
7. Curt will do his homework before supper today. Yesterday he _____ it after supper.
8. Jackie can see the ducks in the water. Yesterday she _____ a ship in the water.

Refer to the first pair of sentences. Have a pupil read the sentences aloud, using the correct past tense form in the second sentence. Print the verb in the blank space and have the sentences read again.

Continue in the same manner with the rest of the sentences. After the exercise is finished, have the children use some of the past tenses to compose sentences of their own, orally.

Print the following exercise on the chalkboard. Have the pupils print the sentences on their papers, inserting the correct word in the blank space. Then have the children take turns reading the sentences aloud.

1. Jackie _____ a new pet. have has
2. All the children in the class _____ new pencils. have has
3. The little boy _____ hiding in his room. are is
4. Five girls and boys _____ playing outdoors. are is
5. Kate _____ like to go to the park. don't doesn't
6. Jane and Ken _____ like to play hockey. doesn't don't
7. Mary and I _____ our skates on. has have
8. "I _____ a good idea," said Tonina. has have

Recognizing,
identifying, and
producing variation in
sentence patterns

Recognizing,
identifying, and using
irregular past tenses
slid, found, flew, flung,
brought, were, did, and
saw

Recognizing,
identifying, and using
present tenses has,
have, is, are, doesn't,
and don't

Print the following exercise on the chalkboard. Have the pupils read silently the words at the top and each sentence below. Then have the pupils take turns completing the sentences orally, using one or more of the listed adverbs each time. Encourage the children to explain why they used the adverbs they did.

simply hungrily smartly sharply well

1. The children ate their supper _____.
2. The people marched _____ in the parade.
3. Chris feels _____ today.
4. Curt and Jan did their work very _____.
5. That invention works quite _____.
6. The worker knocked _____ at the door.
7. Mike and Mary looked _____ at the cake.
8. Jackie and her mother made the duck's pen very _____.

Print the following sentences on the chalkboard and have the children read them silently and aloud. Direct the pupils to copy the sentences on their papers, adding the necessary capitalization as they do so. Then have the children insert the capitalization on the chalkboard and have the sentences read again.

1. jackie and elisabeth like to watch ducks and squirrels.
2. the squirrel ran up to mom and dad in the garden.
3. many ducks were flying over green lake.
4. in november, the ducks fly to a warmer place.
5. the children looked for the big dipper in the sky.
6. do you know how to get to farmer's bay?
7. sam said that christmas is in december.
8. jane's grandmother lives in calgary on king street.

Homonyms

Print the following exercise on the chalkboard and have the pupils read it silently.

1. The bee was buzzing in the garden. Jackie didn't want to _____ late for school.
2. There was a knot in the string. Pat's _____ going to the zoo.
3. Jim and Kim played in front of their house. _____ are the ducks.
4. We will buy some fruit. Jackie walked _____ the shore.
5. Pat brought the book to me. Ira has _____ games. Reggie has some games _____.
6. There are four hens in the yard. What did Claire get _____ her birthday?
7. The cat ate the mouse. Peter is _____ years old.
8. The wind blew strongly. Marsha has a _____ dress.

Refer to the first pair of sentences on the chalkboard. Have a volunteer read the sentences aloud and use a word in the blank space that sounds the same as the underlined word in the first sentence. Ask the child to spell the word that completes the second sentence. Print the word in the space on the chalkboard, or let the child do so. Elicit that the word sounds the same as the underlined word, but has a different meaning and is spelled differently.

Continue in the same manner with the next three pairs of sentences. Have the pupils print the last four pairs of sentences on their lined papers.

WRITING

Objectives

Learning to write the letters v and y
Adding words to vocabulary chart

Writing captions for pictures
 Developing letter cooperatively; identifying parts of a letter
 Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebooks
 The readers
 Vocabulary chart
 Pictures of children and animals
 Paper and notebooks for personal writing
 Diaries; Personal Journals
 Magazine and newspaper pictures

Handwriting

Teach the pupils how to write the lower-case form of the letters *v* and *y*.

First, demonstrate the writing of the letter *v* two or three times at the chalkboard. Then continue with the rest of the demonstration and practice procedure.

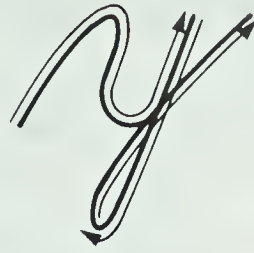


*Learning to write the
 letters v and y*

When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations and words.

Column 1	Column 2	Column 3
<i>va</i>	<i>in</i>	<i>now</i>
<i>vi</i>	<i>iv</i>	<i>re</i>
<i>vu</i>	<i>ov</i>	<i>have</i>
<i>ve</i>	<i>un</i>	<i>five</i>
<i>vo</i>	<i>vans</i>	<i>stove</i>
<i>av</i>	<i>visit</i>	

Teach the pupils how to write the lower-case form of the letter y.



When the pupils can write the letter correctly, have them practice the following letter combinations and words.

Column 1

ya
yd
yi
ye
yu
yo
ys
ay
iy
wy

Column 2

ey
by
dy
gy
py
ty
oy
wy
ry
sy

Column 3

hy
ky
ly
my
ny
ry
yes
you
buy
toys

Directed Writing

*Adding words to
vocabulary chart*

Have the pupils look through the reader story to find some "bird words and phrases." Add these words and phrases to the vocabulary chart made in the lesson for "Elisabeth the Bird Watcher."

*Writing captions for
pictures*

Review with the group that a caption is a heading or a title for a picture. It describes the picture and tells a little story about it.

Print the following captions on the chalkboard and have the children read them.

The duck in the water
Getting ready to wash the duck
Jackie washes the duck

Ask the pupils to turn to the picture on page 56 of the story. Have them select the most suitable caption for the picture.

Have available several pictures of animals or children, or refer to specific pictures in the reader selections that have been covered up to this time. On the chalkboard, print three captions for each picture to be discussed and then have the pupils select the most suitable one.

*Developing letter
cooperatively;
identifying parts of a
letter*

After the children have selected the best captions for the pictures, compose some captions cooperatively for other pictures in the room. This time, do not give the pupils a choice of captions. Have the pupils print the captions on the chalkboard or in their notebooks.

Ask the children what they think Jackie might write in a letter to a friend, telling about her experience with the duck. Develop a cooperative letter on the chalkboard or on chart paper. Then explain the parts of a letter to the pupils. The following letter may be used as a model.

(1) Heading

337 Woodville Road,
Saint John, New Brunswick,
Nov. 19, 1979.

(2) Greeting

Dear Elisabeth,

I was very glad to get your letter last Monday. Was it ever lucky for the duck that you found it! Is it getting better quickly? What will you do with it when it gets well? Will you keep it or let it go?

(3) Body

Some people up the street have a duck for a pet. Its name is Tuffy and it even thinks it's a dog! It stands on their front lawn and won't let anybody onto the grass. Sometimes I sit on the sidewalk and talk to it while it's guarding the yard. I'd like to be Tuffy's friend.

Well, I have to go now and do my homework. Please write soon and tell me more about your duck.

(4) Closing

Your friend,

(5) Signature

Ivan

Creative Writing

Personal Writing

Suggest that the pupils write letters to their friends or relatives. The children might also enjoy writing to some of the characters in stories they have read.

Have the children write some diary entries that they think Jackie, Elisabeth (from "Elisabeth the Bird Watcher"), or Phaeton might have made. If the pupils wish to do so, have them make entries in their own personal diaries.

Have the children collect pictures from magazines or newspapers and write captions for them. Help them make a bulletin-board display of their pictures and captions.

For additional story and poem starters, remind the children to refer to the various vocabulary charts on nature themes.

Provide time for the pupils to share their letters, imaginary diary entries, captions, stories, and poems.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying phoneme-grapheme correspondences /u/u, /ū/u-e, /û/u, /u/ou, /ü/ou, /ou/ou

Recognizing and identifying words with prefixes *a, be, de, ex, re, pre, un, dis*

Decoding Skills:
Phonemic Analysis

Objective

Recognizing and identifying correspondences /u/u, /ū/u-e, /û/u, /u/ou, /ü/ou, /ou/ou

Number of Players

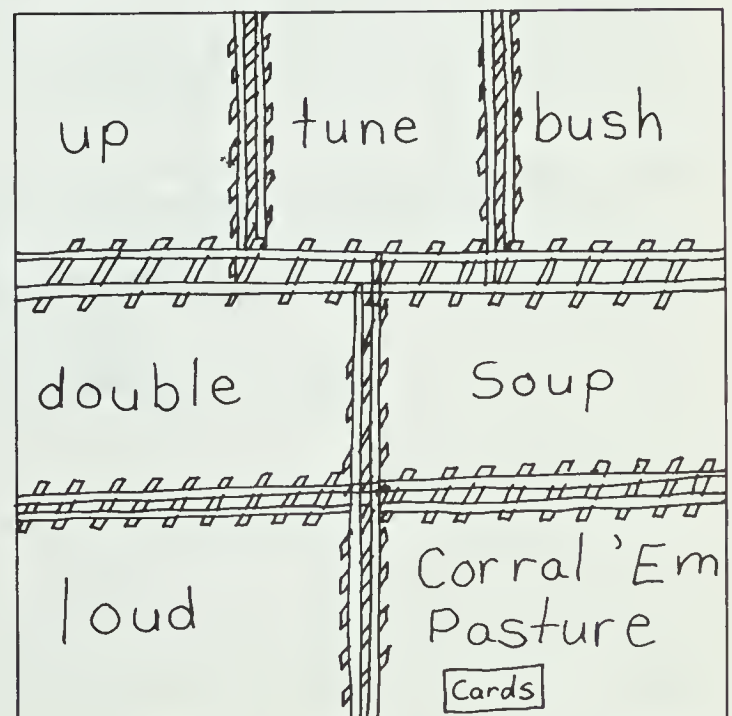
One or more

Materials Needed

One "Corral 'Em" board

Cards with words such as *fun, bud, sun, bus, run; cube, tube, tune, duke, cute; full, put, bully, push, butcher; trouble, young, couple, country, cousin; group, cougar, coupon, route, wound; proud, sound, shout, about, couch*

Corral 'Em



Procedure

The player or players take cards, read the words, and then place the cards in the correct corral according to the key word. A picture of an animal under the key word could be placed on the reverse side of the card with a word in that category; players could then check whether they have categorized words correctly.

Prefix Problems

Objective

Recognizing and identifying words with prefixes *a, be, de, ex, re, pre, un, dis*

Number of Players

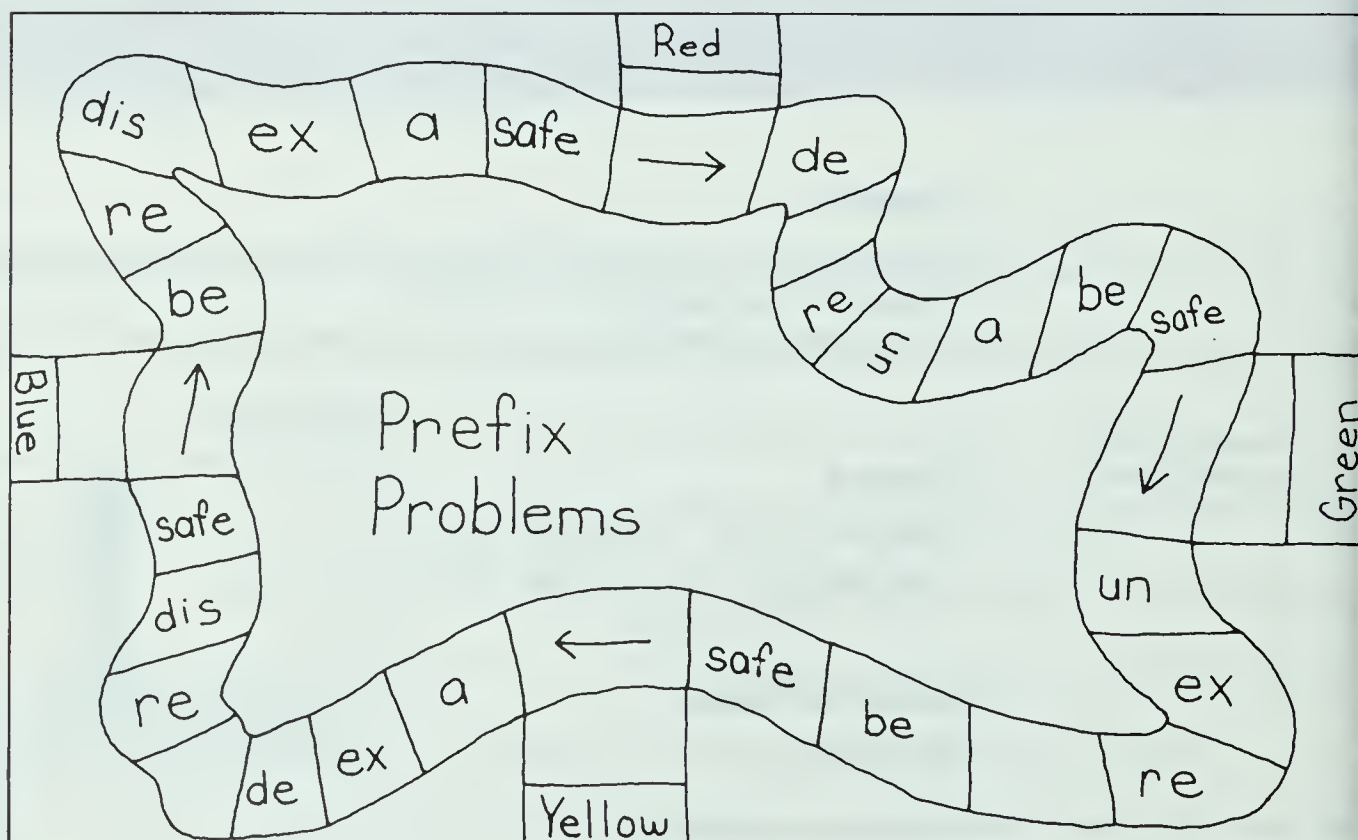
Two to Four

Materials Needed

One laminated “Prefix Problems” board
Four markers (red, green, yellow, and blue)
One spinner with numbers from one to four

Procedure

The Red Player begins by spinning and moving his or her marker the number of spaces indicated. If the player lands on a “prefix” space, the player must name a word with that prefix. If the player cannot name a word, he or she goes back to the space occupied before spinning. The game progresses around the board until one of the players reaches his or her “Safe Home” space first.



Objectives

Discussing the title
 Recalling details
 Evaluating illustration
 Reading interpretively
 Drawing inferences
 Creative movement
 Illustrating poem
 Making picture collection; classifying
 Writing poetry
 Finding and sharing poetry

Responding to Poetry

Tell the children that you are going to read a poem called "Feather or Fur" to them. Let the pupils speculate briefly on what the title suggests to them.

Set the atmosphere for this poem by going off to a quiet place and using a hushed voice while reading it to the group.

When you finish reading, ask "What is the poem about? Why do you think I read the poem the way I did?"

"Listen to the poem again to see if you can tell how the creatures come."

Have the children turn to the poem in their texts and discuss the illustration. "What do you think of the artist's interpretation of the poem? Do you think it suits the mood of the poem? Why or why not? How would you have illustrated it?"

Read the poem aloud and then let the children accompany you as you read it once more. Then let several children read the poem, giving their interpretation of it.

"What creatures do you think the poet had in mind when he mentioned feather? fur? crawling? creeping? by night? by day?" The responses to these questions might be listed on a chart and considered to see what deductions or generalizations could be made.

Read the poem slowly and encourage the children to interpret it in creative movement. You might divide into two groups; one to interpret the first and last verses (the watchers) and one to interpret the middle verse (the movers). Change groups and read and dramatize the poem again.

"Make your own illustration for the poem. Write the poem carefully and arrange it together with your illustration. There are many ways of doing this. You can arrange them separately, each with its own page, or you might think of a way to put the poem right into your illustration."

Let the children create a bulletin-board display entitled "Feather or Fur." Have them find pictures to fit the two categories.

"You might like to write a poem about one of the creatures pictured in the display. Can you think of interesting words to use to describe the way in which your creature moves?"

Most anthologies of poetry for children include many poems about living creatures. Encourage the children to find such poems and let each child select a poem to prepare and read to the group.

INQUIRY SKILLS

Using the table of contents
Speculating; formulating questions
Discussing bird watching and migration
Listening to article
Recalling details
Examining field guides
Doing research
Recording information gathered
Reporting orally
Making a display
Valuing birds

INTEGRATIVE OPTIONS

Environmental Studies: Science —
identifying bird songs
Field Trip — taking a bird-watching hike
Books — reading independently
Films — developing visual and auditory
senses

DECODING SKILLS

LANGUAGE DEVELOPMENT

WRITING

INDEPENDENT ACTIVITIES

ALTERNATIVE STRATEGIES

Literary Appreciation**

Reading supplementary books

Listening**

Listening attentively in discussions
Listening to article

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

ENVIRONMENTAL STUDIES

Objectives

Using the table of contents
 Speculating
 Discussing bird watching and migration
 Formulating questions
 Listening to article
 Recalling details
 Examining field guides
 Doing research
 Recording information gathered
 Reporting orally
 Making a display
 Valuing birds

Summary Chart of Research Activity

Starting Point	Questions	Collecting Information	Organizing Information	Presenting Information	Valuing
Discussing and speculating about the title of reading selection	What is the best way to go about bird watching? What is bird migration?	Reading and discussing text selection and pictures; doing research	Making a record of research information	Reporting orally; making a display	Valuing birds

Starting Point

Ask the children to find the title of the next selection in the table of contents. Ask a volunteer from the group to read the title.

Let the children discuss the title and speculate on what the selection might be about.

Write the titles "Bird Watching" and "Bird Migration" on the chalkboard. Read them to the children and tell them that the selection is divided into these two sections. "Do you know anyone who has the hobby of bird watching? Have you ever gone bird watching? What do bird watchers do? Do you know what bird migration is? Tell what you know about it."

Questions

Ask the children what they would like to find out by reading the selection and help them formulate questions as the basis for their research. Questions like the following may be posed:

What is the best way to go about bird watching?
 What is bird migration?

The questions will be more or less specific depending on the information the children already know about these topics.

Write the questions on the chalkboard and have the children read them.

Collecting Information

Ask the children on what page the selection begins. Have them turn to the selection and look at the illustrations on page 63. "Do you recognize any of the birds on this page? Do you know their names?"

Listening to the article

Read page 62 to the group. Pause after each paragraph to let the children make comments and ask questions if they wish.

Recalling details

"What things about birds should you notice when you are trying to identify them? How should you behave and move when you are out bird watching?"

Read the captions under the pictures on page 63. "Which characteristics of these birds will help you remember them for outdoor identification?"

Examining field guides

Obtain a number of field guides and let the children familiarize themselves with them. Explain how to use the maps and other information sources in the books.

Listening to the article

Have the pupils turn to pages 64 and 65. Read the text to the pupils, stopping frequently for discussions and questions. Make a cooperative list of migrating and non-migrating birds on the chalkboard.

Making a cooperative list

Recalling details

"What is migration? When do birds migrate? How do birds prepare for migration? How do birds know where and when to migrate?"

Divide the group into two subgroups depending on interest. Each group will be responsible for further research work on one topic — bird watching or bird migration.

Formulating questions

Doing research

Have the children pose questions to which they would like to find the answers, and then do research to find more information on their topic. As many of the following as possible should be used for information gathering: encyclopedias, non-fiction library books, films, filmstrips, museum displays, local bird watchers and ornithologists, wildlife sanctuaries, bird call recordings. If possible, arrange a guided bird-watching outing for all the children.

Organizing Information

Recording information gathered

Have the children in each group decide how they wish to present the information they have gathered. Here are some suggestions for activities:

Bird Watching: 1. Have the children take pictures of activities which take place during birding outing. A slide show with commentary could be organized or a display of the picture prints could be made with accompanying written explanations.

2. A birding equipment display and talk could be organized. Items such as the following could be demonstrated and discussed: binoculars; field guide; bird callers; notebook with sample pages recording the name of the bird, when and where sighted, other interesting observations made; and recordings of bird songs.

3. Large picture charts of familiar birds could be drawn. A written description of the bird including such information as its habits, food, nest, eggs, should accompany each picture.

4. A chart illustrating comparative bird sizes could be drawn up.

5. A mural could be made showing a variety of habitats such as city street, garden, marsh, field, woodland, seashore, and a number of birds which inhabit each drawn in the appropriate areas.

Bird Migration: 1. A large map of North American flyways could be drawn.

2. A year in the life of a migrating bird could be presented in picture and story.

3. A graph comparing distances flown by various bird species could be made.

Presenting Information

Reporting orally

Have each group present its project(s) to the class. Written charts should be read aloud and the contents of pictures, charts, and graphs explained. The group members should decide among themselves how to distribute these tasks.

Making a display

Let the children make a bulletin-board and table display of their projects as well as books they found useful during their research work.

Valuing

Valuing birds

Have the children discuss questions such as the following:

Why is it important to keep our environment clean and provide protected areas for birds and other wildlife?

Why do scientists study birds and their habits?

Why is it important not to let any bird species disappear from the earth?

INTEGRATIVE OPTIONS

Any of the activities suggested in the "Organizing Information" section of the lesson plan which the children did not do could be done at this time.

Environmental Studies:
Science

Identifying Bird Songs. Some children might be interested in learning to identify bird calls. Let them listen to recordings of bird songs and learn several of them well enough to recognize them when live birds sing. Help them to tape bird songs in the neighborhood. "Can you identify the birds?"

Field trip

Taking a Bird-Watching Hike. If this was not done earlier, take the children on a bird-watching hike as a summing up activity. Try to arrange for a local bird watcher to accompany the group to give the children instructions in bird-watching techniques and to help you find the best spots for watching. When you return to the classroom, make a cooperative class list of the birds seen on the outing.

Book Center

Brenner, Barbara. *Baltimore Orioles*. Harper and Row.

Brenner, Barbara. *Is It Bigger Than A Sparrow? A Book for Young Bird Watchers*. Alfred A. Knopf.

Burton, Dr. Maurice. *The Life of Birds*. Golden Press.

Scott, Jack Denton. *Canada Geese*. Putnam.

Selsam, Millicent E. and Hunt, Joyce. *A First Look at Birds*. Walker.

Shaw, Richard (ed.) *The Bird Book*. F. Warne.

Poems, stories, and pictures of birds.

Film Center

Birds of Our Storybooks. 10 mins. 706 Coronet.

Birds: How We Identify Them. 10½ mins. 1120 Coronet.

Birds and Their Homes. 10 mins. 1554 Coronet.

How Birds Help Us. 10½ mins. 1021 Coronet.

Birds of the Countryside. 10 mins. 1512 Coronet.

Birds of the Inland Waterways. 10½ mins. 1610 Coronet.

Birds of the Marshes. 10½ mins. 1611 Coronet.

Birds of the Sea. 10½ mins. 1612 Coronet.

COMPREHENSION

Using the table of contents
 Observing picture details
 Speculating
 Inferring feelings; drawing inferences
 Drawing conclusions; making judgments
 Describing a character
 Discussing story ending
 Recalling details; verifying answers
 Reading interpretively
 Identifying problem and its solution
 Valuing
 Applying story idea to personal experience
 Comparing to other stories and fables
 Listening for details
 Summarizing
 Recognizing and identifying
 cause-and-effect relationships

INTEGRATIVE OPTIONS

Visual Arts; Drama — making puppets and putting on a puppet play
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
 Observing special words
 Recognizing and identifying phoneme-grapheme correspondences /e/ea, /oi/oi, /oi/oy, /u/ou
 Recognizing and identifying verb endings
 Recognizing and identifying the suffix *able*
 Observing the spelling of useful words; of spelling words

LANGUAGE DEVELOPMENT

Recognizing, identifying, and producing command sentences
 Recognizing, identifying, and using abbreviations
 Recognizing and identifying use of series of periods
 Recognizing and identifying use of the dash
 Noting use of graphics in text
 Recognizing, identifying, and producing correct word order
 Recognizing, identifying, and producing compound and complex sentence patterns using connectives *because, before, if, and, until, but*
 Recognizing and identifying subjects and predicates; producing complete sentences by adding subjects and predicates
 Punctuating paragraph

WRITING

Learning to write the letters x and z
 Writing descriptions of story characters
 Addressing an envelope
 Applying comprehension, decoding, language, and printing skills to produce personal writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying phoneme-grapheme correspondences /u/ou, /e/ea, /oi/oy, /oi/oi
 Recognizing and identifying verb forms with s, es, ed, ing

Literary Appreciation**

Relating picture and story
 Drawing inferences about story characters' feelings; about story situations
 Describing a character
 Reading interpretively
 Valuing story
 Applying story idea to personal experience
 Comparing to other stories and fables
 Reading supplementary books

Listening**

Listening attentively in discussions
 Listening for details
 Listening to identify phoneme-grapheme correspondences /e/ea, /oi/oi, /oi/oy, /u/ou

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Using the table of contents
Observing picture details
Speculating
Inferring feelings; drawing inferences
Drawing conclusions
Discussing word meaning
Describing a character
Discussing story ending
Making judgments
Recalling details; verifying answers
Reading interpretively
Identifying problem and its solution
Valuing
Applying story idea to personal experience
Comparing to other stories and fables
Listening for details
Summarizing
Recognizing and identifying cause-and-effect relationships

Developing Pupil Inquiry

Have the pupils turn to the table of contents and locate the title of the next selection. Ask a volunteer from the group to read the title aloud.

Have the children find the number of the page on which the story begins. Let the children look through the illustrations in the story and discuss the happenings depicted briefly. Pages 66-70: "What animals on the farm does Rob Rooster visit in the story?" Pages 70-71: "What sounds does Rob Rooster make on these pages? What sound is a rooster supposed to make?" Pages 73-74: "How is Rob feeling on these pages? Why do you think he might be feeling this way?" Pages 75-76: "Who is Rob talking to on these pages? Why?" Pages 77-78: "What call does Rob Rooster make here? Do you think this story has a happy ending? Give reasons for your answer."

"What questions would you like to ask about the story?" Record the children's questions on the chalkboard or on a sheet of newsprint. Some examples of questions the children might ask are

Why did Rob Rooster visit all the animals on the farm?
Why couldn't Rob crow properly?
Did the man want to cook Rob in the stewpot?
How did Rob learn to crow again?

"Now read the story to see what answers you can find to your questions."

Developing Pupil Response

It may be a good idea to have the children read the first paragraph of the story orally and discuss the ideas presented in it. Be sure that the children understand the meaning of the words *ambition* and *good sense*.

Have the children go on to read the rest of the story silently. The children who finish early might be given the opportunity to write a character sketch of Rob Rooster. "From what you have read in the story, write down things you learned about Rob Rooster."

When all have finished reading, ask "Did this story have a happy ending?" Then refer the children to the question box. Have the pupils tell the answers to the questions in their own words and verify by reading aloud the pertinent story lines.

Describing a character

Reading interpretively

*Recalling details;
making judgments*

*Identifying problem and
its solution*

Valuing

*Drawing inferences;
valuing*

Speculating

*Applying story idea to
personal experience*

*Comparing to other
stories and fables*

Listening for details

Summarizing

*Recognizing and
identifying
cause-and-effect
relationships*

Give the children who have done character descriptions a chance to share their work. Have the other members of the group discuss the descriptions and contribute to them.

This story lends itself well to interpretive reading. Assign the parts of the different characters and the narrator to the children.

Synthesizing

1. "What ambition did Rob Rooster have in this story? Why wasn't Rob's ambition very sensible?"
2. "What problem did Rob have in the story? How was Rob's problem solved?"
3. "What lesson did Rob learn in the story? Do you think this is an important rule for everyone to follow? Why do you think as you do?"
4. "Why do you think Rob didn't like the singing of the other animals of the farm? Why is it important to accept people as they are? Why is it good that people are different from one another?"
5. "How might this story have ended if Rob had not accepted Mr. Owl's advice?"
6. "Have you or someone you know ever acted like Rob Rooster did in this story? Tell about what happened."
7. "Does this story remind you of any other stories you have read? How is this story like a fable? How is it different?"

Developing Comprehension, Research, and Listening Skills

Listening. Have the children play a listening game. Begin the game yourself by asking the children a riddle like this:

I like to eat corn.
My feathers are often white or brown.
I have a yellow bill.
I hatch my babies out of eggs.
I love to swim.
I say "Quack, quack!"
Who am I?

Ask the pupils to identify the farm animal you have described. Then let the children go on to make up their own farm animal riddles for the others in the group to guess. When the topic of farm animals has been exhausted, they could go on to zoo animals.

Literal Comprehension. Print the following groups of sentences on the chalkboard. Have the children read each and decide which best sums up the main events in the story.

1. Farmer James liked Rob Rooster's crowing better than the noises the other animals of the farm made. He asked Rob to teach them to crow. Then everyone got mixed up and all the animals said, "Grr-ss-doodle-oo!" from that day on.

2. Rob Rooster tried to make the other farm animals crow like he did. He got so mixed up that he couldn't crow right any more and almost landed in the stewpot. Finally Rob Rooster took the owl's advice and stuck to doing his own job well.

Literal Comprehension. Duplicate and distribute copies of the following activity or do it as a listening activity with the pupils. Read each sentence and its three parts at least twice for the pupils if this is done as a listening activity. Have the pupils choose the correct ending to complete each sentence. Discuss briefly with the pupils the cause-and-effect relationship between the two parts of each sentence.

1. Because Rob had more ambition than good sense,
he tried to sing like a robin.
he tried to make the other animals change their song.
he tried to grow fur.
2. Because he spent so much time listening to the songs of the others,
Rob forgot how to make his own song.
Rob was able to change their songs.
Rob crowed better than ever.

3. Because Rob heard John say "stewpot,"
he was very proud.
he was very frightened.
he thought John was silly.
4. Because Mr. Owl gave Rob very good advice,
Rob was put into Farmer James' stewpot.
Rob never sang again.
Rob crowed well the next day.
5. Because Rob had learned his lesson,
he never tried to change the other animals' songs again.
he never tried to sit on fences again.
he was sorry he had ever listened to Mr. Owl.

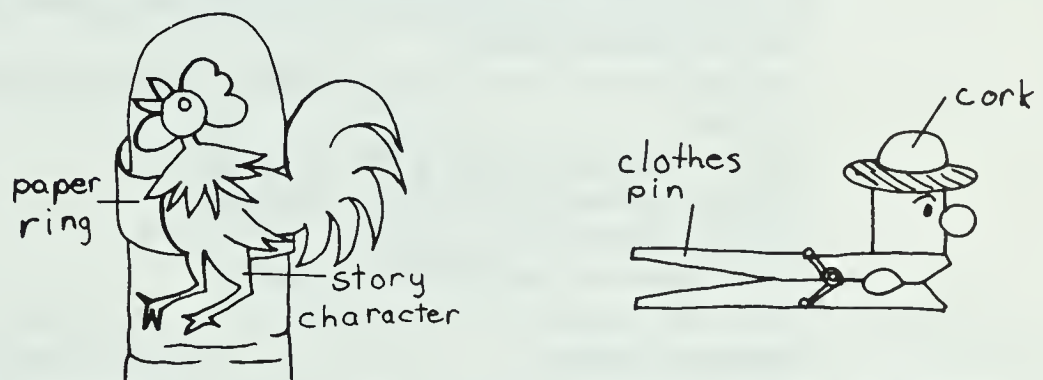
INTEGRATIVE OPTIONS

Visual Arts; Drama

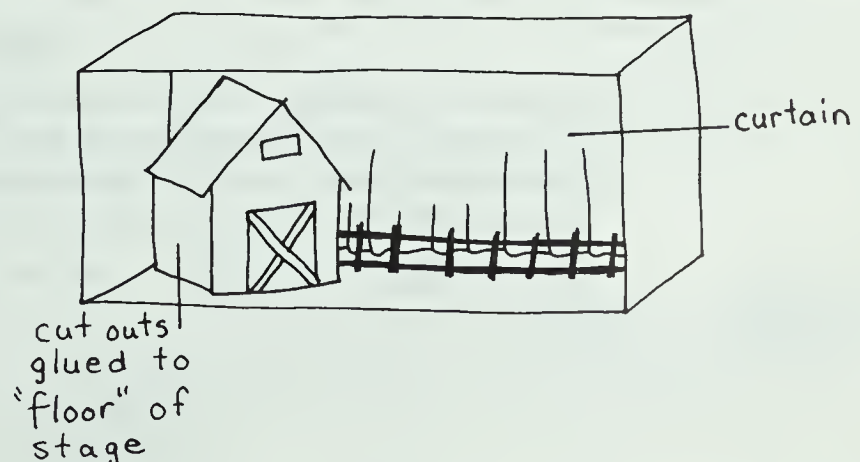
Making Puppets and Putting on a Puppet Play. This story is ideal for adapting as a puppet play. First have the children make puppets of the characters in the story. Below are two types of puppets they may like to try.

Finger Puppets: Have the children draw small pictures of the story characters and color them. These could then be cut out and mounted on a fingertip-size paper ring.

Cork Puppets: Have the children glue a cork onto one side of a spring-type clothespin. Different sized corks should be used for the larger and smaller animals. Features can then be added to the cork using bits of paper, bristles, marking pens, or felt scraps. The puppets can be made to talk by opening and closing the clothespin.



A shoe box makes a good stage for small puppets like these. The bottom of the box should be cut out in a square, the box set on its side, and a piece of material hung to cover the back of the box. The front of the stage could be painted to look like a farmyard with a barn, fence, and haystack.



The children could use the dialogue in the text as the basis for their play and add suitable narration as transition between scenes. Or they may wish to make up their own dialogue as they go along telling the story.

Book Center

Cosgrove, Stephen. *Leo the Lop*. Serendipity.

Leo Bunny comes to realize that everyone is different and that it's all right.

Galdone, Joanna. *Gertrude the Goose Who Forgot*. Watts.

Her farmyard friends help the silly goose find her house key so that she can go to town.

Lisowsky, Gabriel. *Miss Piggy*. Holt, Rinehart, and Winston.

A clever pig outwits two wolves who plan to eat her for dinner.

Lobel, Arnold. *How the Rooster Saved the Day*. Greenwillow (Morrow).

A thief plans to kill the rooster to keep the world in perpetual night.

Stevenson, James. *Here Comes Herb's Hurricane*. Harper and Row.

Herb, the rabbit, runs into problems with his hurricane warning system.

Film Center

The Little Rooster Who Made the Sun Rise. 10½ mins. 1403 Coronet.

The Wonderful Lollypop Rooster. 8 mins. Marlin.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying in context new words with multiple meanings

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /e/ea, /oi/oi, /oi/oy
/u/ou

Recognizing and identifying verb endings

Recognizing and identifying the suffix *able*

Observing the spelling of useful words

Observing the spelling of spelling words

Materials Needed

A set of cards numbered 1-10 for each pupil

Lined worksheets for the spelling exercise and dictation

Spelling notebooks

Word Meaning

New Words: ambition, improve, rooting, interrupted, continue, disgusted, cock-a-doodle
doo, suggest, practice, embarrassed, eaves, feeble, business

Decodable Words: stewpot, whinny-whistle

Enrichment Words: tonal qualities, alas, state of affairs, trickle, farther

Give each pupil a set of cards numbered 1-10. Write the words and sentences below on the board:

1. ambition
2. improve
3. interrupted
4. disgusted
5. suggest
6. practice

Recognizing and
identifying new words,
using context clues

7. embarrassed
8. eaves
9. feeble
10. business

We don't know the end of John's story. He was _____ before he could finish it.

I don't want to tell you what to do. I just want to _____ a few ideas that might help.

The poor old man was so weak and _____ he could hardly stand.

It is Marie's _____ to be a doctor when she grows up.

I think you should mind your own _____.

If you practice every day, your game will _____.

Mom was _____ with the clothes in that store. They were so poorly made.

I'll _____ those dance steps until I can do them well.

Sam was _____ that he had done such a stupid thing.

Some birds built a nest under the _____ of the house.

Read each sentence, or pair of sentences, as the pupils follow along. Use an unfinished inflection where the word has been left out. Have the pupils find on the board a word that will make sense in the blank and hold up the card with the number of the word on it. When a word has been selected, write it in the blank. Have the completed sentence or sentences read, as the pupils listen to make sure the chosen word belongs in the sentence.

Discuss with the pupils the word or words that helped them select the right word. Note that this type of exercise has been extended to include more than one sentence providing clues to the required word. Explain that sometimes a whole paragraph may provide such clues.

Remind the pupils that some words have more than one meaning. Write the following sentences and definitions on the board:

1. Some animals root in the ground for food.
 - a. The part of a plant that is under the ground.
 - b. Become fixed in the ground and grow.
 - c. Dig with the snout.
 - d. Cheer for a team.
2. I will continue to practice every day.
 - a. Keep on.
 - b. Stay.
 - c. Carry on at a later time.

Have each sentence read and the underlined word noted. Ask the pupils to tell which of the meanings listed below the sentence the underlined word has in the sentence. Have them point out the word or words in the sentence that helped them to choose the meaning. Encourage volunteers to make up oral sentences using the underlined words with one of the other meanings.

Write *suggest* and *business* on the board. Have the words pronounced and call attention to the unexpected aspects of each word: *suggest* — the double *g* standing for the /j/ sound, or the two *g*'s representing two different sounds /g/ and /j/ — use only the pronunciation prevalent in your area since both *sə jest'* and *sæg jest'* are correct; *business* — the *u* standing for the unglided /i/ sound — the *i* not standing for a sound. Have the suffix *ness* and the root word *busy* identified.

Phonemic Analysis

Write *head*, *boy*, *oil*, and *double* on the board and have them pronounced. Ask pupils to identify, by spelling, the letters that stand for the vowel sound heard in each word.

Write *head*, *boy*, *double*, and *others* on the board as headings. Place the following words on another part of the board:

feather	young	already	going	enjoy	breakfast
trouble	voice	house	noise	meant	enough
eaves	doing	break	soil	loud	toy

Recognizing and identifying in context the meaning of new words with multiple meanings

Observing special words

Recognizing and identifying correspondences
/e/ea, /oi/oy, /oi/oi,
/u/ou

sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as the following:

Rob was a very foolish rooster. rooster
How many chickens are in that coop? chickens
Rob didn't have much sense. sense

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. Encourage the pupils to review their difficult words often.

LANGUAGE DEVELOPMENT

Objectives

Recognizing, identifying, and producing command sentences

Recognizing, identifying, and using abbreviations

Recognizing and identifying use of series of periods

Recognizing and identifying use of the dash

Noting use of graphics in text

Recognizing, identifying, and producing correct word order

Recognizing, identifying, and producing compound and complex sentence patterns using the connectives *because, before, if, and, until, and but*

Recognizing and identifying subjects and predicates; producing complete sentences by adding subjects and predicates

Punctuating paragraph: periods, commas, exclamation points, and apostrophes

Materials Needed

The readers

Lined papers and/or notebooks

Chart paper

Colored chalks

Sentence Awareness

Have the pupils turn to page 67 of the story and read the last seven lines. Direct attention to the sentences "*Watch me! Head up! Throw out your chest! Now sing!*" Recall that sentences of this kind are called command sentences and tell or command someone to do something.

Ask the children why they think that these sentences end with exclamation points.

Have the pupils locate and read other command sentences in the story.

Ask the children to turn to page 71 in their readers to find an abbreviation and name in the text. When the children have located the name *Mr. Owl*, print it on the chalkboard. Have the pupils turn back to page 17 of the story "Pinocchio" to locate an abbreviation and name in the text (*Mr. Fire Eater*). Print this name on the chalkboard also.

Have the pupils suggest some other abbreviations and names that they know well, such as *Mr. Mugs*, the names of teachers in the school, the names of nearby streets, etc. Print these names on the chalkboard under the first two names. Recall with the pupils that *Mr.* and *Mrs.* are short ways of writing the longer words, they begin with capital letters because they are parts of names, and they always end with periods.

Ask the children to find the series of periods in the fifth line from the bottom of page 66.

"Why do you think the writer put three periods after the word *qualities*? Read the sentence for us the way the periods tell you to read." Elicit that the sentence should be read with an unfinished inflection of the voice after the word *qualities*, indicating that Rob was interrupted before he could finish what he wanted to say.

Recognizing and
identifying command
sentences

Recognizing, and
identifying
abbreviations

Recognizing and
identifying use of series
of periods

Recognizing and identifying use of the dash

Noting use of graphics in text

Have the children find, discuss, and read other sentences containing series of periods this and in some of the previous selections.

Have the children find the dashes on pages 67, 75, and 76 of the story. Recall that the words before a dash are read with an unfinished inflection of the voice and have volunteers read the sentences as the punctuation indicates.

Recall that in many cases, more information or explanation is given after the dash than before the dash. Have the children tell whether this is true in these particular sentences.

Have the pupils find the illustrated words on pages 67, 71, 72, 74, and 78.

"Why do you suppose the pig's song and the rooster's song and words were put on the pages in this way, instead of in the lines with the rest of the story? Do you like the way these words were put on the pages? Why?"

Sentence Building

Print the following scrambled sentences on the chalkboard. Have the children put the words in the correct order and print the sentences on their papers. Remind the pupils to proofread their unscrambled sentences to be sure they make sense, words are spelled correctly, and there is a punctuation mark at the end of each one.

1. grunted sang Pig loudly and
2. don't song you Why your improve
3. to At animals barn night the returned the
4. embarrassed feathers so his was that shocked
5. Rob James put stewpot Farmer the almost in

Print the following exercise on the chalkboard. Have the pupils read each pair of sentences and the connectives that follow.

Direct the children to connect each pair of sentences, after selecting the most suitable joining word. Give whatever guidance is necessary to have them form the sentences. Print the newly formed sentence on the chalkboard under or beside the original ones, as it is given by the children. Then have the group note what changes occurred in meaning, punctuation, capitalization, and wording. The children may complete the last three or four sentences on their papers.

1. Rob nearly ended up in the stewpot. He had more ambition than good sense.
because or
2. Jackie's mother opened the door. Jackie rushed into the house. and but if
3. A rooster should do well the things he is best fitted to do. He goes about changing other animals. and when before
4. Don't start to make the supper. Pam gets home. and until because
5. Pig made a nice grunt. Rob didn't like it. before if but
6. I will feed the horses. You will feed the cows. if now next
7. The duck couldn't swim. He was covered with oil. so because before
8. Clean your teeth. You go to school. before because so
9. The duck must be cleaned off. It's going to live. until if while

Refer to the following incomplete sentences on the chalkboard.

1. The horse
2. shook his head
3. interrupted
4. Rob Rooster
5. Two big houses
6. sang loudly

Have a pupil read the first incomplete sentence. "Is this a finished sentence? Why not?" "What part of the sentence do the words *The horse* make up?" (or, "Do the words *The horse* make up the 'name part' or the 'doing part' of the sentence?")

"What part of the sentence is missing, the 'name part' or the 'doing part'?"

"What 'doing words' can you put with the 'name words' on the board to make a finished sentence?"

Recognizing, identifying, and producing correct word order

Recognizing, identifying, and producing compound and complex sentences using the connectives because, before, if, and, until, and but

Recognizing and identifying subjects and predicates; producing complete sentences by adding subjects and predicates

Print the words the pupils suggest after the words *The horse* on the chalkboard and have the completed sentence read aloud. Accept a variety of “doing words” to formulate complete sentences. Print two or three completed sentences on the board and have them read aloud.

Continue in a similar manner with the rest of the incomplete sentences. You might have the children complete the last two or three sentences on their papers.

Have the children formulate command sentences orally by asking questions such as, “How would you tell or command someone to wait for you? How would you tell or command someone to stop running; give you a book; help you with your homework?”

Print the following sentences on the chalkboard and have the children read them silently. Have the pupils take turns identifying the command sentences and underlining them. Encourage the children to explain in their own words how they know the underlined sentences are command sentences.

1. Throw out your chest and sing.
2. You must improve your voice.
3. Pig looked a little surprised.
4. What will go in the stewpot first?
5. Farmer James and his son John ran to the window.
6. The pig looked like a clown.
7. Bring me the dishwashing soap and some water, please.
8. Did you see that “V” of ducks?

With the group, formulate a list or chart of abbreviations. Encourage the children to suggest abbreviations they have seen in stories and articles, and on charts and envelopes, etc. The list should include *St.*, *Ave.*, *Rd.*, *Dr.*, days of the week, names of months, and the name of your province. Say each abbreviation as you print it and elicit from the pupils why a capital letter and a period are used in each one. Keep the list of abbreviations on the chalkboard, or display the chart for handy reference during writing activities.

Punctuation

Print the following paragraph on the chalkboard and have the pupils read it silently.

Mr James went to the barnyard one morning What a sight he saw There were the horses pigs cows roosters and goats They were all singing and dancing around the yard He could hardly believe his eyes He called Mrs Alexander who lived on King St and he called Dr Park who came from First Ave They hadn t laughed so hard since the last Thurs in Sept

Ask a volunteer to find the first sentence in the paragraph and read it aloud. Have the pupils identify the sentence as a telling sentence and ask a child to place the correct punctuation mark at the end. Ask the children to explain how they know that it is a telling sentence.

Elicit that there is an abbreviation in the sentence and that a period is required after the word *Mr.* Have a child place the period.

Continue in a similar manner with the rest of the paragraph. When the exercise is finished, have the pupils copy the paragraph on their papers and insert all the correct punctuation marks. (Erase the punctuation marks from the paragraph on the chalkboard.)

Recognizing,
identifying, and
producing command
sentences

Recognizing,
identifying, and using
abbreviations

Recognizing,
identifying, and using
abbreviations;
punctuating paragraph:
periods, commas,
exclamation points, and
apostrophes

WRITING

Objectives

Learning to write the letters x and z

Writing descriptions of story characters

Addressing an envelope

Applying comprehension, decoding, language, and printing skills to produce personal writing

Materials Needed

Handwriting notebooks

The readers

Paper and notebooks for personal writing

Handwriting

*Learning to write the
letters x and z*

Teach the children how to write the lower-case form of the letters x and z.
First, demonstrate the writing of the letter x two or three times at the chalkboard. Then continue with the rest of the demonstration and practice procedure.



When the pupils have shown that they can write the letter correctly, have them practice the following letter combinations and words.

Column 1	Column 2	Column 3	Column 4
<i>xa</i>	<i>xp</i>	<i>xx</i>	<i>ten</i>
<i>xe</i>	<i>xy</i>	<i>mx</i>	<i>box</i>
<i>xi</i>	<i>xc</i>	<i>ox</i>	<i>expect</i>
<i>xu</i>	<i>ox</i>	<i>oxo</i>	<i>exciting</i>
<i>xt</i>	<i>ix</i>	<i>oxe</i>	
<i>xo</i>	<i>ex</i>	<i>six</i>	

Teach the pupils how to write the lower-case form of the letter z.



When the pupils can write the letter correctly, have them practice the following letter combinations and words.

Column 1	Column 2	Column 3	Column 4
za	az	zamy	lazy
ze	iz	zip	dozen
zi	iz	zest	fuzzy
zo	uz	zoo	
zy	oz	whiz	

Directed Writing

Writing descriptions of
story characters

Ask the pupils to look at the pictures in the story, think about Rob Rooster and what he did, his thoughts and feelings, and suggest words and phrases to describe him — his appearance, his mannerisms and movements, and so on. Print the words and phrases on the chalkboard as they are suggested by the children. Some possible descriptive phrases might be *chicken-faced*; *raggedy feathers*; *strutting and skipping*; *bright, red chest*. If the pupils have difficulty thinking of descriptions, give one or two examples and through questioning elicit some of the above phrases.

In the same manner have the pupils suggest words and phrases to describe the following: Pig, Cow, Horse, Mr. Owl, John, or Farmer James.

Print the descriptions for three or four of the characters on the chalkboard and have the children print the rest in their notebooks.

Addressing an
envelope

Teach the children how to address an envelope, using the form below as a model.

Marie Boulay,
19 Elm Street,
Ashburn, Ont.
LOB 1C0



Mr. Paul Reed,
Apt. 1401,
337 Woodville Road,
Saint John, New Brunswick.
E2M 2H9

Creative Writing

Personal Writing

Have the children write letters to friends or relatives and address the envelopes. They may wish to invite someone to a party or special school event, to thank someone for a gift or visit, to reply to a letter, or to simply write some news about themselves. The letters may be imaginary or may actually be mailed to the friend or relative.

Suggest that the pupils write stories using Pig, Horse, Cow, or Mr. Owl as the main character. In the stories, the main character might try to force his ideas on other animals, and the stories might teach lessons that could be applied to people as well. Remind the children to use the descriptions they composed earlier in their stories.

Have the children write conversations that Pig, Horse, and Cow might have about Rob Rooster's behavior and predicament in the story. Suggest that the children write three conversations: the first after Rob Rooster has visited each animal and tried to change its voice; the second after the farmer's son, John, threatened to put Rob into the stewpot; and the third after Rob's successful cock-a-doodle-doo. Before they begin, have the children decide on what characteristics to give each animal — kind or unsympathetic, patient or impatient, cheerful or grouchy. Then have them consider how each animal will react to the situation Rob Rooster is in. Some pupils might prefer to write stories about Farmer James or his son John, or further stories with Rob Rooster as the main character.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying phoneme-grapheme correspondences /u/ou, /e/ea, /oi/oy, /oi/oi

Recognizing and identifying verb forms with *s*, *es*, *ed*, *ing*

Spin and Spell

Objective

Recognizing and identifying correspondences /u/ou, /e/ea, /oi/oy, /oi/oi

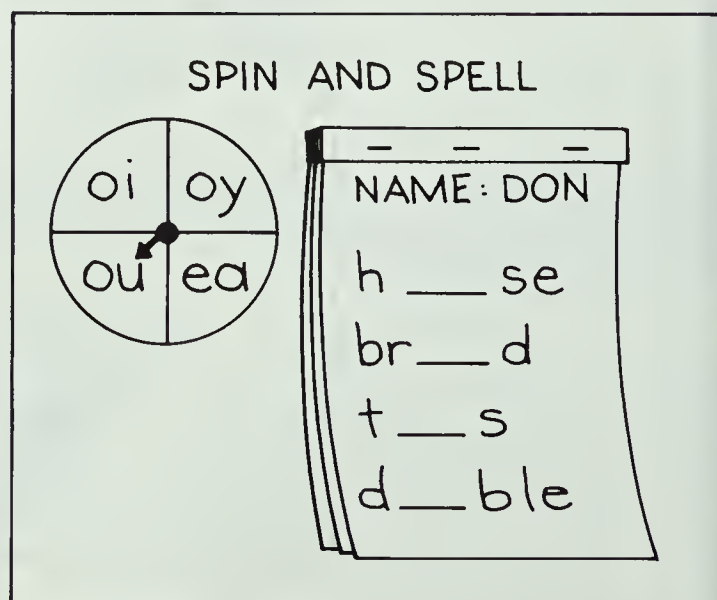
Number of Players

Two or more

Materials Needed

One "Spin and Spell" board with spinner

One laminated word sheet for each player



Decoding Skills:
Phonemic Analysis

Decoding Skills: Structural Analysis

Hopscotch


Two

One set of 24 corresponding cards, each with root and verb endings such as: *embarrasses, improving, interrupts, continued, suggested, practicing*


The first set of cards (root verbs) is dealt face up in each of the players' twelve hopscotch squares. The second set of cards (root and verb endings) is placed face down between the players. Each player in turn takes one of these cards and reads the word. If the player can match the card with one on his or her hopscotch, it is placed on the appropriate square. If the card cannot be matched with one, it is returned to the board. The winner is the player who matches all the squares on his or her hopscotch first.

Hopscotch

Player A

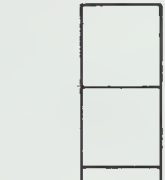


A hopscotch grid for Player A, consisting of a vertical column of 9 squares. The 4th square from the top (the 2nd from the bottom) has two horizontal squares attached to its left and right sides, forming a cross shape.



An empty 8x4 grid of squares, intended for Player B's hopscotch layout.

Player B



A hopscotch grid for Player B, consisting of a vertical column of 9 squares. The 4th square from the top (the 2nd from the bottom) has two horizontal squares attached to its left and right sides, forming a cross shape.

Review: Evaluation

COMPREHENSION

Discriminating between real and make-believe
Evaluating stories
Recalling story details
Recognizing and identifying cause-and-effect relationships
Recognizing and identifying main idea

INTEGRATIVE OPTIONS

DECODING SKILLS

Reviewing new words
Reviewing phoneme-grapheme correspondences /u/ou, /ü/ou, /û/u, /g/g, /g/gu, /g/gue
Reviewing prefixes, suffixes, verb endings, and plural endings
Reviewing possessive forms
Reviewing noting the number of syllables heard in words; dividing words into syllables
Reviewing spelling of words using graphemic base *inkle*
Reviewing the spelling of spelling words

LANGUAGE DEVELOPMENT

Discriminating between complete and incomplete sentences; completing sentences
Recognizing and identifying kinds of sentences
Capitalizing and punctuating sentences

WRITING

Reviewing letters and letter combinations; practicing words and formations
Proofreading stories
Sharing writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying new words
Recognizing and identifying plural forms with *s, es*
Recognizing syllables in words

Literary Appreciation**

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /u/ou, /ü/ou, /û/u, /g/g, /g/gu, /g/gue

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

COMPREHENSION

Objectives

Discriminating between real and make-believe
Evaluating stories
Recalling story details
Recognizing and identifying cause-and-effect relationships
Recognizing and identifying main idea

Developing Comprehension, Research, and Listening Skills Review

Critical Comprehension. Have the children look at the titles in the table of contents again and recall which stories were real and which were make-believe.

Have the children choose the story they enjoyed the most and tell the reasons why in a short paragraph. A poll should be taken after the paragraphs are read aloud to determine the first, second, and third place favorites of the group.

Literal Comprehension. Duplicate the following exercise and distribute copies to the children. Ask them to read each item in the list, decide in which story it played a part, and write the number of the story in the blank before the item.

1. Switch on the Night
2. Little Transistor
3. Phaeton
4. The Visitor

4 a washtub
7 five pieces of gold
1 light switches
6 an owl
1 the dark
2 a radio

5. Elisabeth the Bird Watcher
6. Young Rob Rooster
7. Pinocchio

7 a wood carver
3 a chariot
5 a squirrel
3 a palace
5 chicken wire
4 a mallard duck

Critical Comprehension. Duplicate the following exercise and distribute copies to the children. Ask them to read each sentence and put an X in the blank before the ending that completes it correctly. For the last two stories, have the children complete the cause-effect relationship in their own words.

Switch on the Night

The little boy overcame his fear of Night because

- (x) he found out that light hurt his eyes.
_____ he was lonely and wanted to play with the other children.
_____ he found out that Night was beautiful.

Phaeton

Phaeton went to visit his father because

- _____ he wanted to see the beautiful palace.
(x) he wanted proof that he was a god's son.
_____ he didn't want to go to school.

Pinocchio

Pinocchio didn't listen to the cricket's advice because

- (x) he thought he was smarter than a cricket.
_____ he thought the fox's advice was better.
_____ crickets can't talk.

Little Transistor

Tonina's family liked her songs because
_____ the cats liked the music too.
(x) _____ they were pretty and she made them up herself.
_____ they were loud and had funny words.

The Visitor

Jackie let the duck go because
(x) _____ it would be happier being free.
_____ her mother made her do it.
_____ the duck's wing was better now.

Elisabeth the Bird Watcher

Elisabeth wanted to keep the squirrel off the bird feeder because

Young Rob Rooster

Rob Rooster learned to crow again because

*Recognizing and
identifying main idea*

Literal Comprehension. Place the following activity on the chalkboard or do it orally with the pupils. Have them read each paragraph carefully and decide which sentence tells the main idea of the paragraph — the first or the last sentence. Tell them that one paragraph has no one sentence that tells the main idea and that they are to put an X through this paragraph. Discuss with the pupils the reasons for their choices and have a pupil underline the sentence chosen. Emphasize why and how their choices express the main idea of each paragraph.

The Fire Eater had a long black beard. His mouth was very large and he had yellow pointed teeth. His red eyes glowed angrily. He held a long whip made of green snakes and black cats' tails. The Fire Eater was a terrible and frightening sight.

Apollo greatly loved his son Phaeton. He let Phaeton have any proof he wanted that he was Apollo's son. He let Phaeton drive the sun chariot because Phaeton wanted this more than anything else. He gave Phaeton good advice about driving the chariot and put ointment on his face to protect it from the sun. Finally, Apollo honored Phaeton even though he fell from his sun chariot.

The squirrel sat on his haunches. He ate the birds' seeds, and then he ate the suet. While he ate, the hungry chickadees and blackbirds watched him from the nearby trees. Then the squirrel went home.

Rob Rooster was in awful trouble. He couldn't crow properly anymore. He made the sounds of the other animals, but he couldn't make his own. When John heard his new crow, he said that Rob would have to go into the stewpot. Then Rob started to cry.

DECODING SKILLS

Objectives

Reviewing new words, using sight
Reviewing new words, using synonyms and antonyms
Reviewing new words, using context clues
Reviewing new words, using definition clues
Reviewing the phoneme-grapheme correspondences /u/ou, /ü/ou, /û/u
Reviewing the phoneme-grapheme correspondences /g/g, /g/gu, /g/gue
Reviewing prefixes, suffixes, verb endings, and plural endings
Reviewing possessive forms

Reviewing noting the number of syllables heard in words; dividing words into syllables
 Reviewing phoneme-grapheme correspondences and graphemic base *inkle* to spell words
 Reviewing the spelling of spelling words

Materials Needed

Duplicated worksheets for the exercise on recognizing words at sight
 Duplicated worksheets for the exercise on synonyms and antonyms (optional)
 A set of cards numbered 1-10 for each pupil
 Lined worksheets for the phonemic analysis exercise
 Duplicated worksheets for the exercise on prefixes, suffixes, verb endings, and plural endings
 Duplicated worksheets for the exercise on possessives (optional)
 Lined worksheets for spelling dictation
 Spelling notebooks

Word Meaning Review

Duplicate the following exercise, omitting the stars, and distribute copies to the pupils.
 Direct the pupils to underline the word that you read in each row. Words to be read are starred.

1. simply	suet	special	suffer	*suggest
2. exclaimed	early	*exasperated	eaves	embarrassed
3. mallard	*music	marionette	visitor	wrinkled
4. cackling	chariot	chickadees	*continue	considering
5. attached	among	*ambition	advice	woodcarver
6. *practice	parlor	pruning	groom	Geppetto
7. Phaeton	Mikiel	*Pinocchio	Apollo	Elisabeth
8. theater	tanker	transistor	*though	thousand
9. improve	Italy	interrupted	Tonina	*introduce
10. believe	bush	*business	brow	bought
11. diamond	lonely	disgusted	*lantern	different
12. *ordinary	Jackie	ourselves	Zeus	overcome
13. heaven	honor	Phoebus	*field	feeble
14. shears	*study	scorched	shone	rooting

Duplicate the following exercise and distribute copies to the pupils for independent work.

Read each pair of words and think about their meanings. If the two words have the same, or almost the same meaning, write S on the line between them. If they have opposite meanings, write A on the line.

bought _____ sold	exclaim _____ speak
different _____ same	continue _____ stop
suet _____ fat	scorched _____ burned
disgusted _____ pleased	exasperated _____ angry
overcome _____ win	frozen _____ thawed
feeble _____ weak	honor _____ disgrace
wrinkled _____ smooth	early _____ late
attached _____ loose	marionette _____ puppet

Now choose a pair of words. Make up two sentences to show their meaning.

If preferred, this exercise may be done on the board and the sentences given orally.

Give each pupil a set of cards numbered 1-10. Write the following words and sentences on the board:

1. diamond
2. music
3. suggest
4. cackle
5. ambition

6. advice
7. interrupt
8. practiced
9. introduced
10. lonely

Mom gave me some good _____ about how to catch fish.
 Tanya is taking _____ lessons.
 Hens _____ when they lay eggs.
 Do you want a ruby or a _____ in your ring?
 Curt _____ pitching the ball.
 It's his _____ to be the pitcher on the ball team.
 Joe was _____ while his best friend was away.
 I would _____ that you go straight home.
 Maria _____ the new girl to her friends.
 You shouldn't _____ when someone is speaking.

Point to a sentence and ask the pupils to read it to themselves. They are then to find on the board a word that will make sense in the sentence and hold up the card with the number of that word on it. When a word has been selected, write it in the blank and have the sentence read aloud to make sure the word makes sense in it.

Follow the same procedure with all the sentences. Then have some of the sentences read again and elicit from the pupils the word or words in each sentence that helped them to know which word to select to fill the blank.

Have the pupils retain their numbered cards. Put the following words on the board:

1. improve
2. ordinary
3. rooting
4. among
5. theater
6. study
7. considering
8. believe
9. visitor
10. suffer

Read the definitions below. Each time, ask the pupils to find on the board the word that is being described and hold up the card with the number of that word on it. Have some of the words used in oral sentences.

Thinking about.
 Digging with the snout.
 A place where plays are acted.
 Make better.
 Think something is true.
 Common and not unusual.
 Have pain.
 Surrounded by.
 Try to learn.
 Someone who comes to see you

Phonemic Analysis Review

Distribute lined worksheets to the pupils. Place the following words on the board:

group	double	butcher	rough
bush	groom	country	soup
blue	wool	rooting	trouble
pull	bubbles	woodsman	route
push	couple	crumble	grew

*Reviewing new words,
using definition clues*

*Reviewing the
correspondences
/u/ou, /ü/ou, /û/u*

Write *shoot*, *jump*, and *book* on the board and have them pronounced. Ask pupils to identify the letter or letters that stand for the vowel sound heard in each word. Remind the pupils that there are a number of other vowels and letter combinations that may stand for these vowel sounds.

Have the pupils write *shoot*, *jump*, and *book* on their worksheets as headings. Then direct them to read each word on the board to themselves, think what the vowel sound is, and write the word under the heading in which that vowel sound is heard, no matter what the spelling may be.

Write the following words on the board:

guess	guard	egg	gust
frog	garden	guest	rogue
tongue	gumdrop	guilty	guitar

Call upon pupils to pronounce each word and identify the letter or letters that stand for the /g/ sound. (If a pupil cannot pronounce a word, pronounce it for him or her. Some of the words are not in the core vocabulary.)

Write *guide*, *guy*, and *vague* on the board and let volunteers try to pronounce them.

Reviewing the
correspondences /g/g,
/g/gu, /g/gue

Structural Analysis Review

Duplicate the following exercise and distribute copies to the pupils for independent work.

1. Add the suffixes to the root words and write the new words you have made on the lines.

simple + ly = _____	early + ness = _____
honor + able = _____	color + ful = _____
believe + er = _____	beard + less = _____
bush + y = _____	busy + est = _____
flip + er = _____	tin + y = _____

2. Draw a line under every prefix and suffix in these words.

depart	discovery	prepay	reaction
ahead	collection	exhaust	possession
behind	unhurt	displease	unsurely

3. Add the endings to the verbs and write the new words you have made on the lines.

Add s or es to:	Add ed to:	Add ing to:
worry _____	attach _____	cackle _____
wish _____	continue _____	suffer _____
live _____	study _____	try _____
vanish _____	jam _____	begin _____

4. Add s or es to the underlined words and write the new words you have made on the lines.

<u>tanker</u> : three _____	<u>bush</u> : many _____
<u>business</u> : most _____	<u>party</u> : good _____
<u>field</u> : green _____	<u>branch</u> : tree _____

Duplicate the following exercise and distribute copies to the pupils. Direct the pupils to add 's or just an apostrophe to show that someone or something belongs to the underlined word. When they have done this, have them make up sentences using two of the phrases and write them on the lines at the bottom of the sheet.

<u>Pinocchio</u> nose	the <u>chickadees</u> songs
the <u>cats</u> tails	the <u>mallard</u> feathers
<u>Tonina</u> transistor	the <u>visitors</u> news
the <u>diamonds</u> glitter	the <u>rooster</u> crowing
<u>Apollo</u> chariot	<u>Phaeton</u> father

If preferred, this exercise may be done on the board. In that case, have the pupils write the sentences on lined worksheets.

Reviewing prefixes,
suffixes, verb endings
and plural endings

Reviewing possessive
forms

Syllabication Review

Reviewing noting the number of syllables heard in words

Say the words listed below, as the pupils listen to detect the number of syllables heard in each one. If they hear four syllables, they are to hold up four fingers. If they hear three syllables, they are to hold up three fingers. And so on.

considering	Pinocchio	disgusted	exasperate	brow
exclaimed	ordinary	marionette	ambition	visitor
improve	wrinkle	eaves	interrupted	frozen

Reviewing dividing words into syllables

Recall with the pupils the principles of syllabication presented so far.

1. A two-syllable compound word is divided between the two words that make up the compound.

A three-syllable compound word is divided first between the two words, then the part with more than one syllable is divided according to the rule that applies.

2. A word with a prefix is divided between the prefix and the root word.

A word with a suffix is divided between the root word and the suffix. This applies as well to pronounced verb and plural endings.

3. A word with two different medial consonants is divided between the two consonants.

A word with three-letter medial consonant clusters is usually divided after the second consonant.

A word with a medial consonant digraph is divided after the digraph.

Place the following words on the board:

practice	motion	woodcarver	exclaim	haunches
disgusted	lantern	matchless	parlor	watchman
crumble	suffer	wrinkle	mallard	wrestle

Point to words at random. Each time, ask a pupil to pronounce the word, tell where it should be divided into syllables, and explain why the word should be divided in that way.

Spelling Review

Distribute lined worksheets. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as these:

- Mariette was lonely until she made friends. lonely
- I get up early every morning. early
- The sun shone brightly for our picnic. shone
- I'll have to study harder. study
- Those double windows keep out the cold. double
- The cows were on the other side of the field. field
- Gino doesn't like loud music. music
- I'm chilly even though I've got a sweater on. though
- Don't believe everything you're told. believe
- He gave his word of honor. honor
- We put the birdseed in a basket. basket
- Dad ironed the wrinkles out of Mario's shirt. wrinkles
- We've bought a new car. bought
- Grandpa says I'm his favorite visitor. visitor
- Grandma and Grandpa have gone south for two weeks. south
- My budgie has green feathers. feathers
- Twinkle, twinkle, little star. twinkle
- We heard a rooster crow every morning. rooster
- We had chicken soup for lunch. chicken
- Does this word make sense in the sentence? sense

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. If any of the misspelled words happen to have been entered in the list of difficult words previously, see that the pupils who misspell them review their difficult words more often.

Reviewing the spelling of spelling words

Reviewing the spelling of words formed on graphemic base inkle

LANGUAGE DEVELOPMENT

Objectives

Discriminating between complete and incomplete sentences; completing sentences
Recognizing and identifying kinds of sentences
Capitalizing and punctuating sentences

Materials Needed

Lined papers or notebooks
Colored chalks for punctuating and capitalizing sentences

Sentence Building

Print the following on the chalkboard.

1. The little boy didn't like the Night.
2. Pinocchio met.
3. Little Transistor loves music.
4. All of a sudden, Phaeton.
5. As the squirrel walked along the wire.
6. Soon the duck was out of the pen.
7. Did the rooster?
8. When she watched.

Have the pupils tell whether each sentence is finished or not finished. Have them complete the unfinished ones orally. Adjust the sentences on the chalkboard and have one or two pupils read them. (If preferred, this activity may be completed as a written exercise.)

Print the following sentences on the chalkboard and have the children read them silently and aloud.

1. What a strange noise!
2. Why are the ducks flying south, Mom?
3. That bird feeder is heavy.
4. How can you switch on the stars?
5. Go to school, Pinocchio.
6. Turn down your radio.
7. Phaeton stood in the chariot.
8. What a beautiful sight!

Direct the pupils to print each sentence on their papers. If the sentence is a telling sentence, have the children print a T after it; if the sentence is a question, have the children print a Q; if it is a command sentence, have them print a C; if it is an exclamation, have the pupils print an E.

Punctuation and Capitalization

Print the following sentences on the chalkboard. Have the children add the necessary capitalization and punctuation, or have the pupils copy the sentences on their papers, adding the capitalization and punctuation as they do so.

1. you can switch on the crickets the frogs the stars and the big white moon
2. did pinocchio live in italy
3. mom said i wouldnt take the radio back but i miss the morning quiet
4. that squirrel has quite a nerve
5. mrs white likes the story called phaeton and the chariot
6. jackies friend will go to south bay on sunday
7. what are you going to do on valentines day
8. we havent seen ducks on lake huron this november

WRITING

Objectives

Reviewing letters and letter combinations; practicing words and formations
 Proofreading stories
 Sharing writing

Materials Needed

Handwriting notebooks
 Directed and personal writing selections
 Lined paper and personal writing notebooks

Handwriting Review

Have the pupils write the following sentence two or three times. Check for uniform height and spacing.

Reviewing letters, letter combinations; practicing words and formations

The quick brown fox jumped over the lazy dogs

If some children are having difficulty with specific letters, have them write a line of each one. If necessary, repeat the pertinent portions of the demonstration and practice procedure suggested at the beginning of the guidebook.

Have all pupils practice some of the difficult letter combinations, for example:

Column 1

oo
tt
uu
jj

Column 2

ov
oo
lv
el

Column 3

nv
uv
bv
br

Words such as the following may be used for practice.

Column 1	Column 2	Column 3

Provide extra practice for pupils having the following difficulties:

Improperly closing top loops, as in and

Using rounded strokes instead of straight strokes, as in and

Improperly forming end strokes, as in and

Directed Writing

Proofreading stories

With the group, recall the importance of reading over the stories the children have written to find errors and omissions. Direct them to select two or three stories and poems they have written recently, read them over carefully, make corrections under your guidance, and then rewrite the compositions if necessary.

Creative Writing

Sharing writing

Have the pupils share some of their favorite personal writing compositions by reading them aloud to the group. Then let each child select one of his or her recent examples of writing and post it on the bulletin board.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/ Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying new words
 Recognizing and identifying plural forms with s, es
 Recognizing syllables in words

On Target

Objective

Recognizing and identifying new words

Number of Players

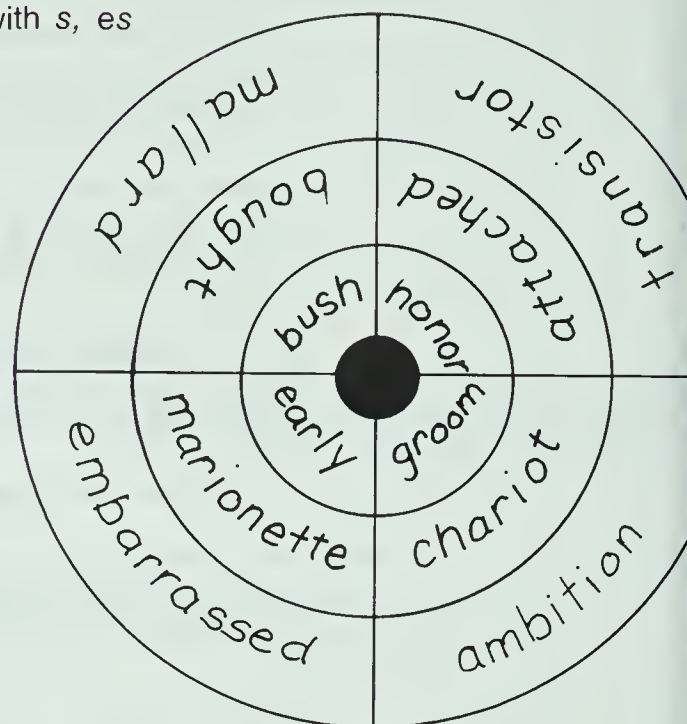
One to Five

Materials Needed

One laminated "On Target" board
 Small blocks in a box

Procedure

Each player takes a turn at tossing a small block onto any square of the board. The player must then read the word in the indicated space and use it in a sentence. If correct, the player keeps the block. If incorrect, the player returns the block to the box. The player with the most blocks at the end of the game is the winner.



Plural Picnic

Objective

Recognizing and identifying plural forms with s, es

Number of Players

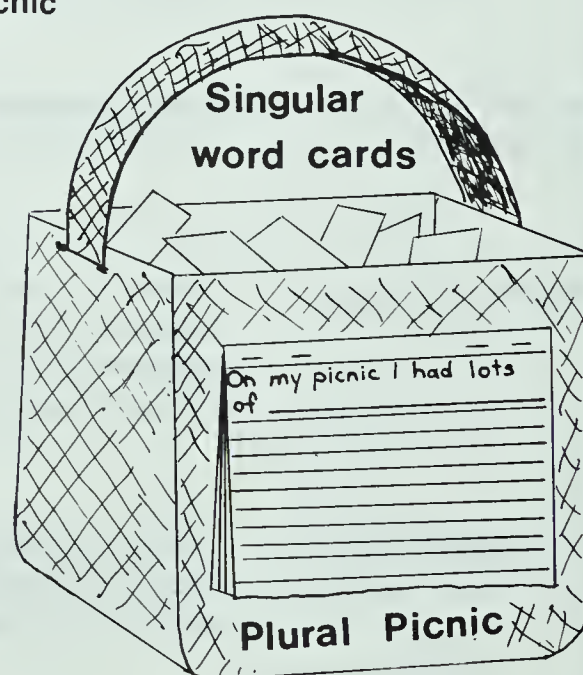
One

Materials Needed

A "Plural Picnic" board or basket with detachable answer sheets
 Set of cards with words such as:
 waffle, blueberry, prune, custard,
 pancake, candy, potato, tomato

Procedure

The player detaches an answer sheet, selects six word cards, and then completes the sentence "On my picnic, I had lots of . . ." by printing the plural forms for each word.



Peek in a Window

Objective

Recognizing syllables in words

Decoding Skills: Word
 Meaning

Decoding Skills:
 Structural Analysis

Decoding Skills:
 Syllabication

Number of Players

One

Materials Needed

One laminated "Peek in a Window" board (divided into three sections by acetate bands which form card pockets)

One washable felt marker

Set of cards with words such as: *dishwasher*, *typewriter*, *feeble*, *trickle*, *waffles*, *jingle*, *cellar*, *advice*.

Procedure

The player shuffles the cards and deals out six cards to him or herself. These cards are placed in the acetate slots on the gameboard. Below each word card, the player prints the word in syllables. The answers could be printed on the back of the word cards so that the game is self-correcting.

Peek in a Window	
dishwasher	advice
dish wash er	ad vice

Index of Comprehension, Research, and Listening Skills

The development of comprehension skills occurs in all strands. However, page numbers for comprehension skills below refer only to the *Comprehension* strand and to the Environmental Studies lesson plans. Research skills are drawn from the *Comprehension* and *Integrative Options* strands and from the Environmental Studies lesson plans. Listening skills are indexed as they occur in all strands.

Literal Comprehension

Following directions: 58, 101, 207
Formulating questions: 3, 4, 21, 22, 39, 57, 65, 73, 90, 109, 127, 143, 173, 189, 218, 231, 232, 247, 263, 277, 293, 309, 310, 313
Identifying main and supporting characters: 101, 190
Locating and noting descriptive words and colorful language: 22, 264
Observing picture details: 4, 21, 22, 39, 57, 73, 90, 109, 127, 143, 159, 189, 217, 231, 232, 247, 263, 277, 293, 313
Recalling details and verifying answers: 4, 5, 21, 22, 39, 40, 57, 73, 74, 110, 127, 143, 144, 145, 159, 173, 189, 190, 191, 207, 217, 218, 231, 232, 247, 263, 264, 277, 293, 310, 313, 314, 327
Recalling stories: 3, 231, 264
Recognizing cause-and-effect relationships: 40, 110, 128-129, 248, 265, 314, 327-328
Recognizing and identifying main ideas: 5, 40, 111, 145, 190-191, 219, 248, 279, 295, 328
Skimming to verify answers: 233, 264
Summarizing the story: 4, 23, 58, 128, 174, 218, 314
Understanding, producing, and verifying sequence: 22, 40, 144, 174, 191, 233, 265

Critical and Creative Comprehension

Classifying: 101, 174, 207, 232, 264, 278
Comparing myths: 264
Comparing story characters: 101
Comparing stories: 207, 232, 295, 314
Describing a character: 4, 22, 74, 110, 173, 190, 217, 232, 248, 263, 313, 314
Discussing
 adventure stories, 51, 190
 animal adaptation for survival, 278
 bird watching and migration, 309
 dialect, 143
 diaries, 137
 dragons, 39
 experiments, 160
 markets, 90
 mystery stories, 4
 nicknames, 248
 suspense, 190
 tall tale heroes, 144
 text, 90
 title, 247, 277
 use of data sheets, field trips, 90, 91, 160
 a part of every lesson plan
Discriminating
 between real and make-believe, 73, 74, 110, 190, 218, 233, 327
 between relevant and irrelevant details, 5
Dividing story into sections: 278

Evaluating experiments, data sheets, charts, reports: 162
 Evaluating project and research: 91, 162
 Evaluating story and its ending: 57, 110, 127, 327
 Evaluating story title: 293
 Identifying lesson of story: 232, 264
 Identifying narrator: 173
 Identifying problem and solution: 4, 39, 57, 74, 173, 218, 232, 248, 264, 278, 314
 Judgments, inferences, and opinions, making and supporting: 4, 23, 39, 40, 73, 74, 110, 128, 173, 190, 217, 218, 231, 232, 247, 248, 263, 264, 277, 278, 293, 294, 313, 314
 Judgments, inferences, and opinions about feelings, making and supporting: 4, 22, 40, 110, 127, 128, 173, 190, 231, 247, 277, 278, 293, 313
 Listing characteristics of myths: 264
 Noting suspense: 4, 74
 Predicting and speculating: 3, 4, 21, 22, 39, 73, 109, 127, 143, 189, 217, 232, 277, 278, 309, 313, 314
 Reading interpretively: 40, 74, 173, 190, 218, 247, 278, 314
 Relating reading to personal experience: 22, 57, 128, 173, 190, 218, 278, 293, 314
 Valuing: 4, 22, 40, 57, 74, 91, 110, 128, 144, 190, 218, 232, 248, 264, 278, 293, 294, 310, 314

Research Skills: Locating Information

Examining field guides: 310
 Finding out about wild cats: 23
 Identifying location for a field trip: 90
 Using the card catalogue: 278, 294
 Using maps: 24, 91, 191-192
 Using the table of contents and index: 159-160

Research Skills: Organizing Information

Fiction books, alphabetizing: 144
 Charts, making: 4, 162
 Displays, making: 91, 310
 Experiments, doing: 160-161
 Notemaking, developing skills: 294-295
 Reporting to the class: 91, 162, 310
 Written and pictorial records, making: 91, 162, 310

Listening

to classify phrases, 264
 to complete sentences and questions, 12
 to detect specific details, 19, 314
 to follow directions, 71, 86, 98
 to note the number of syllables in words, 10, 116, 132, 223, 332
 to poetry, 19, 37, 55, 70, 125, 157, 187, 261, 275, 307
 to print spelling and useful words: a part of nearly every lesson
 to print and spell words using graphemic bases, *edge*, 46; *oar*, 63; *oy*, 116; *oil*, 150; *umble*, 165-166; *ear*, 179; *able*, 198; *inkle*, 283
 to a record, 140
 to recognize the main idea, 15, 219, 248
 to repeat specific sounds, 75; a story, 6; patterns, 128
 to storybooks, 174
 to tall tales, 147

Index of Integrative Options

Books

enjoying storybooks: 174

Cooking

making pancakes: 129

Discussion

proverbs: 58

community workers: 59

Drama

creating and acting out TV commercials: 111

dramatizing the story: 41

interpreting situations, movements, or emotions derived from story: 6, 129, 220, 249

making a radio show: 249

miming: 59, 111, 129, 234

planning and presenting a marionette show or puppet show: 234, 315

presenting the story in another medium: 265, 315

Environmental Studies

Science: studying a cat, 24; studying growing seeds, 91; studying and identifying trees, 146; making a rain gauge, 162; studying the constellations, 192; looking at crystals, 193; demonstrating day and night, phases of the moon, 219; studying the sun, 266; making bird feeders, finding out more about birds, 279; experimenting to see how a duck waterproofs its feathers, 296; identifying bird songs, 311

Social Studies: appreciating the role of newspaper reporters, 6; visiting a harbor, 23; doing map work and research, 24; collecting and displaying pictures to illustrate the lesson, 59; developing map skills, 91; making a picture collection, 111; doing research on inventions, 112; visiting a factory, 112; making maps, 191-192; visiting a museum, 193

Field Trip

taking a bird-watching hike, 311

Library research

finding out about ducks, 296

Mathematics

estimating mass: 92

experimenting with codes: 6

recording information on a graph: 76

solving word problems: 92

Music

singing sea songs: 24

Physical Education

playing non-competitive games: 59

Supplementary Books and Films: 7, 25, 42, 60, 76, 92, 112, 129-130, 147, 163, 175, 193, 220, 234, 250, 266, 280, 296, 311, 316

Tall Tales

listening to tall tales: 147

Visual Arts

- drawing inventions, 111
- drawing wanted posters, 6
- making bird mobiles, 279
- making a collage, 146
- making a crayon resist, 24
- making a large figure, 146
- making leaf prints, 146
- making a montage, 220
- making a mural, 220, 296
- making puppets and puppet stages, 234, 315
- making sand pictures, 192
- making seed pictures, 92
- making stone creatures and stone paperweights, 192
- making vegetable puppets, 92
- painting pictures, scenes from the story, 6, 58, 146, 220, 295
- preserving leaves, 146

Index of Decoding Skills

Additional activities related to structural analysis may be found in the *Language Development Index*.

Word Meaning

Identifying words: using antonyms, 26, 208, 267, 329; using classification, 93, 208; using context clues, 8, 26, 61, 77, 103, 113, 130, 148, 176, 194-195, 208, 221, 235, 251, 267, 296, 316, 329; using definition clues, 8, 42, 61, 77, 102, 113, 148, 163-164, 176-177, 195, 208, 235, 281, 330; using relationship clues, 93; using sight, 102, 208, 329; using synonyms, 194, 208, 267, 329; with multiple meanings, 281, 317
Observing special words: 9, 26, 43, 61, 78, 114, 130, 164, 177, 195, 221, 236, 251, 267, 281, 296, 317
Recognizing and identifying antonyms: 77
Recognizing and identifying synonyms: 78

Phonemic Analysis

Developing phoneme-grapheme correspondences
of consonants: /n/**kn**, 43, 177, 236; /r/**wr**, 177, 210, 236; /k/**c**, /s/**c**, /s/**s**, /z/**s**, /g/**g**, /j/**g**, 78, 251; /g/**gu**, 237, 331; /g/**gue**, 237, 331
of consonant clusters: with *l*, 9; with *s*, 27; with *r*, 43, 94; initial three-letter clusters, 114; *nt*, *st*, *nd*, *lt* in final position, 131; *lk* in final position, 131; *nk*, *pt*, *mp*, *lk* in final position, 148; *tch*, *ft*, *sk* in final position, 195-196
of vowels: /o/**au**, 196, 282; /o/**aw**, 196, 282; /o/**a** after *w* and before *l* or *ll*, 252; /e/**ea**, 27, 317; /ē/**ea**, 27; /ā/**ei**, 94, 267; /ā/**eigh**, 94, 267; /ü/**ew**, 164, 221; /i/**i**, 27; /ī/**i-e**, 27; /ī/**i**, 27, 61, 221; /ī/**igh**, 27, 61, 221; /oi/**oi**, 149, 164, 196, 210, 267, 317; /ü/**oo**, 164, 221; /û/**oo**, 164, 221; /ou/**ou**, 79, 236; /ü/**ou**, 236, 296, 330; /u/**ou**, 236, 296, 317, 330; /ou/**ow**, 79, 236; /ō/**ow**, 79; /oi/**oy**, 114, 149, 164, 196, 210, 267, 317; /û/**u**, 282, 296, 330; /ü/**ue**, 164, 221; /ī/**y**, 9, 27, 148; /ē/**y**, 9, 27, 148; final vowels representing glided sounds, 9, 44, 103, 252; reviewing glided vowels, 103; vowels controlled by *r* 131-132, 268

Structural Analysis

Identifying words using graphemic bases: *edge*, 46; *oar*, 62; *oy*, 116; *oil*, 149; *umble*, 165; *ear*, 178; *able*, 197; *inkle*, 283
Reading in context words formed on graphemic bases: 46, 63, 116, 149-150, 165, 178, 198, 283
Recognizing and identifying compound words: 27, 253
Recognizing and identifying contractions: 10, 149, 282
Recognizing and identifying possessive forms with *s'* and *'s*: 28, 62, 104, 196-197, 282, 331
Recognizing and identifying prefixes: *a*, 10, 44; *be*, 10, 44; *de*, 10, 44; *ex*, 10, 44; *re*, 45, 79, 95; *un*, 79, 95; *dis*, 79, 95; *pre*, 94; reviewing, 103, 331
Recognizing and identifying prefixes and suffixes: 115, 164-165, 297
Recognizing and identifying suffixes: *er* of agent, 10, 45, 80, 237; *tion*, 115, 177-178, 237; *ly*, 10, 45, 80, 237; *sion*, 115, 177-178, 237; *y*, 10, 45, 80, 237; *est*, 10, 45, 80, 237; *ion*, 177-178, 237; *ful*, 10, 45, 80, 237; reviewing, 210-211; *ness*, 222, 237; *able*, 297, 318; *less*, 10, 45, 80, 237
Recognizing and identifying verb endings *s*, *es*, *ed*, *ing*: 62, 132, 197, 318, 331
Recognizing plural forms with *s*, *es*: 95, 178, 268, 331

Syllabication

Applying syllabication to decoding: 28, 95, 179, 223, 253, 268, 298
Dividing three-syllable compound words: 150, 253
Dividing two-syllable compound words: 80, 95, 150, 253
Dividing words into syllables: 165, 198, 223, 268
Dividing words with inflectional endings: 132-133
Dividing words with medial digraphs: 28, 46, 80
Dividing words with three medial consonants: 178-179
Dividing words with two different medial consonants: 28, 80, 178-179
Dividing words with prefixes and suffixes: 116, 132, 238
Noting number of syllables heard in words: 10, 116, 132, 223, 332
Reviewing dividing words into syllables: 104, 211, 332

Spelling

Observing spelling words: 11, 29, 47, 63, 81, 104, 117, 133, 150-151, 166, 180, 198, 211, 223, 238, 254, 269, 283, 298, 318, 332
Observing useful words: 11, 29, 46, 63, 81, 104, 179-180, 198, 238, 253, 269, 283, 298, 318, 332
Spelling words formed on graphemic bases: *edge*, 46; *oar*, 63; reviewing, 104; *oy*, 116; *oil*, 150; *umble*, 165-166; *ear*, 179; *able*, 198, 211; *inkle*, 283
Spelling notebook 11

Index of Language Development Skills

The development of language skills occurs in all strands. However, page numbers for language skills below refer to the *Language Development* strand only.

Sentence Awareness

noting onomatopoeia: 30
noting use of abbreviation: 255, 319
noting use of bold type, graphics: 82, 320
recognizing and identifying command sentences: 199, 239, 319
recognizing and identifying exclamations, exclamatory sentences: 64, 199, 284
recognizing and identifying pronouns and their antecedents: 64
recognizing and identifying tag phrases and direct speech; noting punctuation: 47, 81, 180, 254
recognizing and identifying use of adverbs: 299
recognizing and identifying use of apostrophes: 96, 151, 239
recognizing and identifying uses of capitalization: 30, 32, 151, 199, 225, 255, 300
recognizing and identifying use of commas: 151
recognizing and identifying use of commas in compound, complex sentences: 269
recognizing and identifying use of commas in a series: 48, 166
recognizing and identifying use of the dash: 48, 320
recognizing and identifying use of exclamation points: 166
recognizing and identifying use of parentheses: 180
recognizing and identifying use of question marks: 64
recognizing and identifying use of quotation marks: 64
recognizing and identifying use of series of periods: 12, 48, 319
recognizing and identifying words denoting sequence of events: 48, 82, 118, 133, 284, 299
recognizing and reading divided runover sentence: 12, 30, 151, 224
recognizing paragraphing: 117, 224
recognizing similes: 30, 117, 224, 239

Sentence Building

discriminating between finished and unfinished sentences and questions; completing sentences and questions: 12, 105, 212, 225
discriminating between sentence fragments and complete sentences; expanding fragments into complete sentences: 166-167, 333
discriminating between statements and questions; formulating questions; transforming questions into statements: 13, 14, 65, 333
matching sentence beginnings and endings: 105, 212
producing similes to complete sentences: 32, 118, 226, 240
recognizing importance of word order in sentences; producing correct word order: 64, 239, 320
recognizing, identifying, and producing command sentences: 82, 200, 241, 321, 333
recognizing, identifying, and producing complex sentence patterns with connectives: 30, *because*; 49, *after*, *while*, *although*, *when*; 83, *when*, *until*, *while*, *as*, *after*, *because*, *although*; 118, *until*, *because*; 134, *when*, *as*, *while*, *until*, *after*; 182, *because*; 200, *if*, *when*, *as*, *until*, *while*, *after*, *before*; 240, *as*, *while*, *when*; 285, *while*, *after*, *as*, *until*, *when*; 320, *because*, *before*, *if*, *until*
recognizing, identifying, and producing compound sentence patterns with connectives: 13, *and*; 49, *but*; 118, *or*, *so*; 182, *and*, *but*, *or*, *so*; 240, *and then*; 255, *and*; 285, *and then*; 320, *and*, *but*

recognizing, identifying, and producing compound-complex sentence patterns with connectives: 30, *but*; 49, *but*

recognizing, identifying, and producing exclamatory sentences: 65, 200, 285, 333

recognizing, identifying, and producing nouns-verbs, subjects-predicates: 48, 83, 96, 134, 181, 225, 270, 320

recognizing, identifying, and producing variation in sentence patterns: 82, 167, 200, 255, 300

recognizing, identifying, and using abbreviations: 321

recognizing, identifying, and using adjectives: 32, 66, 84, 181-182, 225, 270

recognizing, identifying, and using adverbs: 14, 201, 240, 286, 301

recognizing, identifying, and using capitalization: 152, 201, 256, 301, 333

recognizing, identifying, and using homonyms: 85, 119, 202, 301

recognizing, identifying, and using irregular past tenses: *saw, seen, was, were, done, heard, caught, thought*, 14; *threw, knew, found, went, woke, took, sang*, 31; *fought, swept, wove, swam*, 65; *sold, became, felt, flew, left*, 118; *meant, said, heard, found, brought, stood, were*, 152-153; *sent, took, threw, shone, slid, heard, began, broke, kept*, 201; *threw, ate, sold, heard, thought, caught, spoke, spent*, 240; *began, knew, meant, met, told, bit, grew, wore, were*, 256; *left, bought, shook, brought, saw, stood, hung, held, drove, felt, shot*, 285; *slid, found, flew, flung, brought, were, did, saw*, 300

recognizing, identifying, and using present tenses: *is, are*, 49, 167, 300; *has, have*, 167, 200, 300; *doesn't, don't*, 300

recognizing, identifying, and using pronouns and their antecedents: 83, 134, 181, 256, 286

Punctuation

capitalizing sentences: 14, 15, 33, 50, 105, 152, 201, 256, 301, 333

discriminating between statements and questions: 14

punctuating a paragraph: 49, 168, 256, 321

punctuating sentences using abbreviations: 321; apostrophes: 96, 153, 168, 182, 241, 256, 286, 321; commas: 50, 66, 84, 96, 182, 256; commas in compound, complex sentences: 270, 286, 321; commas in a series: 33, 119, 153, 168, 321; exclamation points: 66, 84, 96, 166, 168, 286, 321; periods: 49, 50, 66, 84, 96, 119, 153, 168, 182, 256, 286, 321; question marks: 49, 50, 64, 66, 84, 96, 119, 153, 168, 182, 256, 286; quotation marks: 50, 66, 84, 182, 256, 286; series of periods: 12, 48

reviewing punctuation: 105, 212, 333

Dictionary Skills

recognizing and identifying alphabetic sequence: 33, 52, 135, 226

recognizing, identifying, and producing alphabetic sequence: 15, 50, 96, 105, 120, 135, 153, 241, 271, 287

using personal dictionaries: 153, 182, 226

Index of Writing Skills

Handwriting

Importance of teacher's model; demonstration of the letter; pupils' practice: 15
Learning to write the letter *c* 16; *a*, 34; *d*, 51; *g*, 67; *q*, 85; *o*, 97; reviewing, 106; *i*, *t*, 120-121; *u*, *w*, 135-136; *j*, 154; *p*, 168-169; *r*, 183; *s*, 202-203; reviewing, 213; *e*, *l*, 227-228; *h*, *k*, 242-243; *b*, 257-258; *f*, 272; *n*, *m*, 287-288; *v*, *y*, 302-303; *x*, *z*, 322-323; reviewing, 334-335
Left-handedness: 16
Printing exercises and other material: 34
Reading cursive writing: 15, 120
Writing posture: 16

Directed Writing

addressing an envelope: 323
composing comic-strip stories: 16, 184
composing titles and captions for stories and pictures: 67, 106, 170, 304
composing "sensory poems": 98, 169
developing cooperative adventure story: 52, 203
developing cooperative letter: 304
developing cooperative poems: 228
developing cooperative stories: 258, 273
developing cooperative tall tale: 154
discussing alternative story developments and endings: 243
discussing news articles and 5W questions: 273
giving oral and written directions: 86, 289
making up potion recipes: 52
making vocabulary charts: of market words, 98; of water words, 169; of words to replace *said*, 259; of sky words, 272; of "bird" and "animal" words, 289, 304
proofreading stories: 214, 244, 335
punctuating story passage: 258
selecting story endings: 184
using descriptive words and phrases: 34, 228
using direct speech in "word balloons": 16, 184
writing descriptions of characters: 122, 323
writing diary entries: 137

Creative Writing

Personal Journal: a part of nearly every lesson
Personal Writing: 17-18, 35, 52-53, 68, 86-87, 98-99, 107, 123, 137, 155, 170, 185, 204, 214, 229, 244, 259, 273, 289, 305, 324, 335

Index of Alternative Strategies

Decoding Skills: Phonemic Analysis

Consonant clusters:

with *l*, 18

with *r*, 53

spr, squ, str, scr, thr, tch, 123-124

final position *nt, st, nd, lt*, 138

Phoneme-grapheme correspondences:

/s/**s**, /z/**s**, /k/**c**, /s/**c**, /g/**g**, /j/**g**, 87

/r/**wr**, /w/**w**, 185-186, 259-260

/ou/**ou**, /ou/**ow**, /u/**ou**, /ü/**ou**, 245

glided vowels at the end of some words, 260

/u/**u**, /ū/**u-e**, /û/**u**, /u/**ou**, /ü/**ou**, /ou/**ou**, 305

/u/**ou**, /e/**ea**, /oi/**oy**, /oi/**oi**, 324

Decoding Skills: Structural Analysis

Recognizing and identifying compound words: 36, 260

Recognizing and identifying plural forms with *s*, *es*: 186, 205, 274, 325, 335

Recognizing and identifying possessive forms with '*s*', *s'*: 205, 291

Recognizing and identifying prefixes: *a, be, de, ex, re*, 54; 124; *a, be, de, ex, re, pre, un, dis*, 306

Recognizing and identifying suffixes: 124, 245

Recognizing and identifying verb forms with *s*, *es*, *ed*, *ing*: 68, 138-139

Recognizing and identifying words formed on graphemic bases: 107, 170, 214

Recognizing contractions: 155-156, 291

Decoding Skills: Syllabication

Recognizing number of syllables: 139

Recognizing syllables in words: 205, 336

Recognizing syllables in two-syllable compound words: 99, 156

Recognizing syllables in words with different medial consonants: 54

Recognizing syllables in words with medial digraphs and 2- and 3-letter medial clusters: 229, 274

Spelling

Recognizing and identifying spelling words: 36, 69, 156, 186, 215

Word Meaning

Recognizing core vocabulary words on word cards and game items: 204-205, 244-245, 291, 336

Index of Literary Skills

- Comparing myths: 264
- Comparing stories: 207-208, 294, 314
- Comparing story versions: 232
- Describing a character: 4, 22, 74, 110, 173, 190, 218, 232, 248, 263, 313, 314
- Discussing types of stories: mystery stories, 4; tall tales, 144; adventure stories, 190; myths, 264
- Dramatizing the story: 41, 59
- Drawing inferences about story situations: 4, 22, 23, 39, 40, 73, 74, 110, 128, 173, 217, 231, 232, 247, 248, 263, 264, 277, 293, 294, 313, 314
- Evaluating story title: 293
- Inferring and interpreting story characters' feelings: 4, 22, 40, 110, 127, 128, 173, 190, 231, 247, 277, 278, 293, 313
- Locating and noting descriptive words and colorful language: 22, 264
- Noting and discussing suspense: 4, 74, 190
- Predicting outcomes: a part of nearly every lesson
- Reading interpretively: 40, 74, 173, 190, 218, 247, 278, 314
- Reading supplementary books: 7, 25, 42, 60, 76, 92, 112, 129-130, 175, 193, 278, 311, 316
- Recalling story events: a part of nearly every lesson
- Recognizing sequence of events in a story: 174, 191
- Relating reading and life: 22, 57, 128, 173, 190, 218, 278, 293, 314
- Valuing a story character: 232, 264
- Valuing story details: 4, 22, 40, 248
- Valuing story endings or events: 57, 110, 127, 144, 190, 218, 232, 293, 294, 314

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